



Teacher Candidate Handbook



WASHBURN
UNIVERSITY™

Department of Education
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PREFACE

Welcome, Washburn Student Teacher to an experience of a lifetime! The Student Teaching semester is the final phase of your undergraduate courses and it includes seminars, an online course, and field experiences in an authentic classroom. *The Student Teacher Handbook* has been prepared by Washburn Department of Education faculty with helpful feedback from Teacher Candidates, Cooperating Teachers, University Supervisors, and School Administrators who in the past have assisted in the preparation of prospective teachers. It is periodically revised by the Director of Student Field Experiences incorporating that feedback into the policies and expectations of the Washburn Education Program.

During the Student Teaching semester you will meet and work with a wide variety of individuals. The most important people you will meet are the students you will teach in the classroom. Supporting your teaching efforts are your mentors: the Cooperating Teacher (CT) and the University Supervisor (US).

Cooperating Teachers are valuable assets to any field experience, and during the student teaching field experience they are vital to the success of the Teacher Candidate. As a collaborative mentor, the Cooperating Teacher is expected to provide important insight into the candidate's knowledge and skill levels by providing information and formal feedback and completing evaluations on the progress made throughout the placement. Each Cooperating Teacher is asked to evaluate the progress of the Teacher Candidate by completing a midterm and final evaluation of knowledge, skills, and dispositions.

University Supervisors have a dual responsibility as the liaison between the WU Department of Education and the Teacher Candidate as well as between the Cooperating Teacher and the Teacher Candidate. University Supervisors supervise the partnership the WU Department of Education has with school districts to promote successful student teaching in a professional, authentic school environment, then reports to the Field Experience Director. Past professional experiences of supervisors provide a solid foundation for observing, collaborating, critiquing, and evaluating Teacher Candidates in an authentic classroom setting and communicating with the Cooperating Teacher.

The Teacher Candidate Handbook should be used as a reference document since it presents a working guide to assist Teacher Candidates to understand the policies and expectations for completing an important component of professional education – the student teaching field experience block. It was created to guide your involvement in the student teaching field experience, and make the entire experience an effective and rewarding one for you as well as the students (and educators) in your classroom. Responsibilities and recommendations are included in the handbook, but we understand flexibility is necessary to address circumstances unique to a specific teaching context and environment since we are invited guests in the classroom. Expectations of Teacher Candidates are stated throughout the *Teacher Candidate Handbook* to clarify duties and assignments that will be discussed during seminars, small groups, and individualized meetings. **We suggest you read this handbook in its entirety to gain a comprehensive understanding of the total student teaching experience at Washburn University.**

Each semester we strive to improve the Washburn Education Program and any field experiences associated with the program to help the Washburn Teacher Candidate excel in the classroom placements. We invite your suggestions and comments in order to improve the quality of the student teaching experience, and would appreciate your reactions to the content of this handbook. **Please address questions, recommendations, and concerns relating to field experiences to Denise Salsbury, Director of Student Field Experiences at 1-785-670-1473.**

Everyone in the Washburn Education Department wishes you a very successful semester!!

Denise E. Salsbury, Ph.D.
Director of Student Field Experiences
Washburn University Department of Education

Overview of the Washburn Education Program

The Washburn University Department of Education seeks to facilitate the education and development of reflective educators along a professional continuum, from preservice to nationally certified teachers, as well as individuals in educational leadership positions prepared to work in rural, suburban, and urban settings. We believe that effective educators are reflective educators. Our vision of a reflective educator is one who:

- is inner directed, reflective, and optimistic about the influence of education on the lives of learners;
- has a well-rounded education in the liberal arts and sciences that aids their ability to engage in critical and reflective thought;
- has high standards as effective and caring educators;
- is a leader and agent of change within schools; is knowledgeable of current curriculum, materials, and technology;
- communicates effectively;
- is open to and accepting of diversity among people;
- establishes effective learning environments;
- works collaboratively with school staff, families, and the community; and
- is part of a community of learners, viewing themselves as both teachers and learners in a variety of educational environments.

The Faculty of the Department has identified six separate, yet strongly interdependent *Dimensions of Reflection* within the Education Program's Conceptual Framework [see Figure 1.1] which we believe influences the development of effective teachers:

1. Reflection on self as an emerging, developing, and maturing professional;
2. Reflection on the context of teaching;
3. Reflection on student diversity;
4. Reflection on content;
5. Reflection on methods and materials;
6. Reflection on assessment as a process for change.

Figure 1.1--CONCEPTUAL FRAMEWORK of the Washburn Education Program



The Washburn Education Department has carefully developed a sequence of courses and clinical experiences in order to provide opportunities for teacher candidates to engage in reflection along the Dimensions, as part of the journey to become a reflective educator. The student teaching semester is the final stage in pre-service teacher education program at Washburn University. All students have three major components in their professional development – general education, professional education, and their content area.

Prior to student teaching, elementary/middle school teacher candidates take methods courses in mathematics, science, reading, language arts, social studies, health, physical education, and creative experiences. Secondary Teacher Candidates complete methods courses in their area of concentration, as well as a course focused on reading in the content area. Teacher Candidates in the PreK-12 program complete content and methods courses in their concentration area. In addition, all education students take courses in educational psychology, exceptional learners, foundations of education, and incorporating technology into the curriculum. Most of the course work has been taken in conjunction with a field-based experience, providing students an opportunity to apply concepts and ideas to classroom settings. Each Teacher Candidate is then ready for a student teaching experience in a public or private school classroom.

During student teaching, Teacher Candidates periodically return to campus for reflective seminars. As part of the student teaching semester, Teacher Candidates enroll in *ED 400--Understanding the School*, a course designed to support their student teaching experience. Teacher Candidates also enroll in a course on classroom management. During the semester, the Teacher Candidate will be developing, clarifying, applying, testing, and reflecting on educational beliefs and teaching skills as well as assessing personal qualifications and aspirations for a career in teaching. The student teaching field experience gives the Teacher Candidate opportunities to assume instructional and non-instructional responsibilities and roles of classroom teaching. Student teaching enables the individual to develop the instructional leadership and classroom management skills necessary to be a reflective and highly qualified first-year teacher prepared to meet the needs of all learners.

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# THE TEACHER CANDIDATE

The Teacher Candidate's primary responsibility during student teaching is just that....

**to Student Teach!!**

The Washburn Education Department

The Teacher Candidate should function as a regular staff member of the school in terms of arrival and departure, which includes regular attendance at school functions such as team meetings, faculty meetings, in-service sessions, and parent/teacher conferences. The Teacher Candidates observe the holiday schedule/s of the school in which they are placed. Any deviations from this schedule must be approved by the Director of Field Placemnt. Information about the course requirements for Teacher Candidates can be found in the ED 400 Course Syllabus and Student Teaching Course Syllabus in Appendix H.

If there are responsibilities of a Cooperating Teacher beyond classroom-associated duties in which the Teacher Candidate is expected to help, these should be communicated by the Cooperating Teacher to the Teacher Candidate early in the placement, then communicated to the University Supervisor and the Director of Student Field Services. Teacher Candidates are not encouraged to participate in extra-curricular school events at the school, enroll in any other courses that the student teaching block, nor be employed (even part-time) without written permission of the Director of Student Field Experiences and the Chair of the Washburn Department of Education. If you are aware of any additional experiences the Teacher Candidate participates in other than those required by you, we would appreciate you informing the University Supervisor as soon as possible.

The *ED 400—Understanding the Schools* seminars are considered an integral component of the Teacher Candidate's professional program. Teacher Candidates are expected to attend all seminars, to complete all assignments, and to actively participate in all assigned seminar activities whether conducted by the ED 400 Instructor, a University Speaker, and/or guest speakers. In particular the Teacher Candidate is required to plan and implement an 8-day unit plan within your classroom, then gather, analyze, and evaluated the data from student learning during the unit. The information and data gathered from implementing the Unit Plan will be explained by the Teacher Candidate in the ED 400 performance assessment assignment titled the Kansas Performance Teaching Portfolio [KPTP] which was developed by the Kansas Department of Education. All Teacher Candidates are required to pass the KPTP to receive a passing letter grade in the course; more information about the KPTP can be viewed in the ED 400 Course Syllabus (See Appendix H). ED 400 seminars are part of the student teaching block and the course instructor coordinates all assignments with the student teaching field placement and preparation for future teaching positions after graduation. Check the ED 400 Course Schedule for seminar session dates, times, and locations (See Appendix H).

## Responsibilities of Teacher Candidates:

- A. Complete 16 weeks or two 8-weeks of Student Teaching Field Experience
  1. Contact the Cooperating Teacher as soon as you get your placement/s. Arrange to meet at the school, exchange contact information, and schedules. *Your first day to begin the student teaching experience is the Cooperating Teacher's first duty day.*
  2. Discuss appropriate issues with the Cooperating Teacher as part of the Teacher Candidate orientation to the school and classroom, such as:
    - Introduction of the Teacher Candidate to faculty, staff, and students.

- ▶ Introduction to the school facility, its resources, professional development, and its overall philosophy.
- ▶ Induction into the personal philosophies of teaching and professional experiences of the Cooperative Teacher/s.
- ▶ Explanations of district-approved curriculum content and curriculum materials.
- ▶ Descriptions of individual student differences, needs, and diversity.
- ▶ Induction into schedules, routines, and procedures of the classroom/s.
- ▶ Consideration of how the reflective decision-making process will affect the Teacher Candidate and relate to ED 400 course assignments.

3. Determine when the teacher duty day begins and ends each day; Be punctual.

4. Discuss professional dress options with the Cooperating Teacher and University Supervisor.

5. Discuss timeline options for progressing to the “lead teacher” position in the classroom

with the Cooperating Teacher. Timeline alternatives have been provided in Appendix C. Submit a copy of your timeline to the ED 400 instructor within the first 2 weeks of the field experience. If you must change the timeline after submitting it, let the instructor know.

6. Discuss the “Unit Plan” and Kansas Performance Teaching Portfolio [KPTP] assignments with the Cooperating Teacher. Analyze the proposed topics, choose the school students, and consider the factors involved in completing these assignments.

7. Teach as much as possible. You are required to lead teach at minimum of 2 weeks during the field experience placement; lead teaching could be longer but is dependent upon the length of the field experience. You are required to teach a 4-5 lessons per placement which are formally observed by either the Cooperating Teacher (2-3 formal observations) or the University Supervisor (2-3 formal observations). “Formal” observations are defined as those times when the Cooperating Teacher functions solely as an observer, and are in addition to the more informal observations that the Cooperating Teacher makes on a regular basis. A copy of the electronic evaluation feedback form is available in Appendix D. **The candidate is required to provide a complete lesson plan (using departmental Lesson Plan template) at least 2 days before you begin observing instruction.** Upon completion of each “formal” observation and collaboration with the Teacher Candidate about the results, please e-mail a copy of the completed form to the Teacher Candidate, the University Supervisor, and to Dr. Denise Salsbury at <field.experiences@washburn.edu>

8. Ask about use of technology in the classroom during instruction. You will also need equipment to video tape yourself teaching 2 lessons for the KPTP and reflect upon your implementation of the lesson.

9. Contact the University Supervisor or ED 400 instructor if there are any questions.

B. Complete *ED 400 – Understanding the School*; and other pertinent courses in the professional program, and relevant assignments required of those courses by designated due dates.

C. Participate in the Teacher Candidate Tea held at the end of the semester to celebrate successful completion of the student teaching experience. Plan to invite your Cooperating Teacher, family, and friends to the celebration!

## Student Teaching Experience Requirements:

1. Lead Teaching – The assumption of student teaching responsibilities should progress at a mutually designated pace over the student teaching period. This should give the Cooperating Teacher and Teacher Candidate a good idea of whether the Teacher Candidate is ready for “lead teaching.” During the lead teaching weeks, the Teacher Candidate should take total responsibility for all instructional and non-instructional activities, if possible without the CT in the classroom. The weeks of “lead teaching” can either be consecutive or split in some way, however not less than two full weeks. It is recommended that “lead teaching” is not planned for the last week of the student teaching placement so that the Cooperating Teacher will have time to reassume responsibility for the class before the Teacher Candidate leaves.
2. Written Lesson Plans –Teacher Candidates are required to prepare written lesson plans. A formal template will be provided to the Teacher Candidate by the ED 400 Instructor. The Teacher Candidate is to use the provided lesson planning template for any lesson which will be formally observed by the Cooperating Teacher or University Supervisor, and ***a copy of the lesson plan must be provided to the Cooperating Teacher or University Supervisor at least 2 days before the Teacher Candidate begins teaching the lesson.*** If the CT or US *does not receive a copy of the lesson plan 2 days before the scheduled observation, then the observation must be rescheduled!* When there is no formal observation, the Teacher Candidate may use any lesson plan format agreed upon by the Teacher Candidate, Cooperating Teacher, and University Supervisor (see Appendix B for lesson plan template), unless determined otherwise by the ED 400 instructor.
3. Unit Plan– Each Teacher Candidate is expected to plan, teach and evaluate at least one 8-day “unit plan” (i.e. a series of coordinated lessons on a given topic). The unit plan is the foundation for completing the Kansas Performance Teaching Portfolio (KPTP) which is to be completed within the first eight weeks of the student teaching semester (see Appendix B for a unit plan format). The Teacher Candidate is expected to use the formal unit plan template provided by the ED 400 Instructor when writing the 8-day “unit of study.” The Teacher Candidate must teach the 8-day unit plan with the first 8 weeks of the semester if the KPTP assignment is to be completed by the assigned due date.

The Washburn Education Department prefers the standards-based unit plan to be the result of the Teacher Candidate’s own intellectual interests and creative efforts whenever possible. With the help of the Cooperating Teacher, University Supervisor, and ED 400 Instructor, the Teacher Candidate should:

- choose a district-approved and standards-based topic of study,
- determine appropriate themes to be explored in the unit,
- gather the resources needed to cover the subject matter,
- develop and implement the learning activities that will illuminate the unit’s content,
- provide differentiation within structured daily lessons to meet the needs of diverse learners,
- develop and analyze longitudinal data of learning results from case studies of two individual students and a small group of learners, and
- provide, implement, and evaluate pre- and post- assessments to analyze how student learning occurred from the unit. Pretest data should be utilized to revise the Unit Plan to meet the needs of the learners, showing gains (or not), and providing graphic representation of the data.

Details of these requirements should be worked out between the Teacher Candidate, Cooperating Teacher, and University Supervisor. A unit plan template and example will be provided by the ED 400 Instructor for the Teacher Candidate to use during longitudinal planning of the unit (See Appendix B).

4. Recommended Experiences for the Teacher Candidate –
  - a. Organize one-to-one, small group, multiple small group, and large group teaching settings.



- b. Design and implement lesson plans using a variety of instructional patterns (e.g. learning centers, research projects, etc.) and in using a variety of instructional resources that are available in the school and/or community.
  - c. Administer and interpret standardized and criterion-referenced tests and teacher-made tests.
  - d. Plan and implement a variety of differentiated instructional activities to meet the needs of diverse learners.
  - e. Develop formal records of student growth, as well as informal evaluation procedures.
  - f. Plan a field trip and/or a visit from a guest speaker.
  - g. Participate in parent/teacher conferences, teacher/specialist conferences, and open-house programs.
5. Observations – Experience in observing classroom situations other than the main base for student teaching. Teacher Candidates should arrange times for these visits with the teachers of these classrooms and their Cooperating Teacher well in advance of the schedule dates during the final days of the student teaching placement. The Teacher Candidate should plan these visits after consultation with both the Cooperating Teacher and school Principal.
6. Reflective Journaling – Each Teacher Candidate is required to keep the following throughout the student teaching placement/s:
- Weekly Reflections—
    - Part I: A *weekly journal of reflections* describing each day of his/her student teaching experience. In this journal, Teacher Candidates may address problems or concerns that they would like some feedback on, or share some insight into themselves, children, or the educational process. Only the Teacher Candidate, University Supervisor, and ED 400 Instructor will have access to these reflections.
    - Part II: A *communication log* of explaining contacts the Teacher Candidate may have with other individuals besides the Cooperating Teacher. In the log information should be recorded of any communications with various people in or outside the school building when gathering resources and information for planning or managing the classroom.
    - Part III: The Teacher Candidate includes a *reflective summary* of how projected goals were met (or not met) during the week. These reflective summaries should relate to self-perceptions of how they are evolving as an educational professional in regards to each of the four Constructs.
- At the end of each week, Teacher Candidate journals will be turned in to their University Supervisor through e-mail and to the ED 400 Instructor through an ANGEL email account. (See Appendix I)
7. Seminars – Teacher Candidates are required to attend all ED 400 seminar sessions. The main purpose of these meetings is to help the Teacher Candidates debrief their student teaching experiences, relate the student teaching experiences to teaching expectations in a school district, self-evaluation of their teaching and dispositions, preparations for the teaching profession, and impact of teaching on the improved education of children.
8. Kansas Performance Teaching Portfolio [KPTP]—The Washburn Education Department has chosen the KPTP as the evaluation tool to assess the knowledge and skills of Teacher Candidates. When in a classroom environment, Teacher Candidates will plan a unit of lessons using a wide variety of instructional strategies, materials, technology, and management techniques. After teaching the Unit Plan to a classroom of students, Teacher Candidates will create a teaching portfolio using the protocol designated by the Kansas State Department of Education. Teacher Candidates will reflect on their decisions when planning, implementing, and evaluating the successful learning of students as the unit was taught over 8 days. When writing the KPTP, Teacher Candidates will provide evidence of their decisions through two video-taped lessons and reflections, case studies, small group studies, whole group observations, and various student work.

If a Teacher Candidate submits a KPTP and does not successfully pass the KPTP they initially submitted by receiving 21 out of 30 points, then the Teacher Candidate will be required to revise and resubmit. The revised KPTP submission will be scored by a trained evaluator. Both scores will then be averaged and to be considered as 'passing' must meet the criteria of 21 or more points out of 30 points for successful completion of the student teaching block. If a Teacher Candidate fails their second KPTP submission, they will receive an "Incomplete" in ALL courses of the student teaching block. Then the Teacher Candidate will be required to repeat an 8-week student teaching field experience in order to successfully complete their student teaching block. To submit a new KPTP the Teacher Candidate must attend all ED 400 seminars, attend all ED 405 sessions (if receiving an "Incomplete" in ED 405), complete all expectations of an 8-week student teaching session (write an 8-day Unit Plan, etc.), and must submit a new KPTP on a topic which was not previously submitted at the required time during the semester. Typically a different placement will be found for the Teacher Candidate to repeat the 8-week student teaching field experience. All deadlines associated with assignments of the semester when the 'incomplete' is being finished should be met by the Teacher Candidate before the 'incomplete' for each course can be changed to a letter grade, including the KPTP deadline.

More information for completing the KPTP will be provided to Teacher Candidates by the ED 400 Instructor. Check the ED 400 Schedule for the date the KPTP is due, procedures and criteria for the KPTP (See Appendix H), and a copy of the KPTP Rubric (See Appendix J). Additional information about completing the KPTP will be shared during the ED 400 seminars. The KPTP template and guidelines are available at the Kansas Department of Education website, which is <<http://www.ksde.org/kptp>> . Click on the top article to link to the KPTP webpage.

## **Teacher Candidate Evaluation Process**

The evaluation of the Teacher Candidate is a continuous process undertaken by the University Supervisor, the Cooperating Teacher, and the Teacher Candidate. There are several aspects to this process, and these have been explained in this document under "Responsibilities of the Cooperating Teacher," pages 7-10. Evaluation of a Teacher Candidate consists of (1.) the Teacher Candidate Summary Evaluation Form, (2.) the Professional Dispositions Form, and (3.) Goal Setting and Tracking Form (See Appendix A for forms). The main documents required for evaluating professional growth of a Teacher Candidate are the Summary Evaluation Form and the Professional Dispositions Form. Both the Summary Evaluation Form and Professional Dispositions Form should be discussed at the beginning of a placement, then used as a midterm evaluation and final evaluation of the progress made by the Teacher Candidate. The Teacher Candidate is expected to earn ratings of 'target' and/or 'advanced' in each of the evaluation forms by the final evaluation of a placement. Goal setting and reevaluation an ongoing, individualized process completed by the Teacher Candidate with guidance from the University Supervisor, Cooperating Teacher, and ED 400 Instructor throughout each placement.

Evaluations consider and the strengths, changes, and progress of the Teacher Candidate throughout a semester. Criteria for candidate evaluations should be applied by the Teacher Candidate, Cooperating Teacher, or University Supervisor according to general guidelines as outlined in this handbook. It is important that the Teacher Candidate play an active role in the evaluation process through continuous goal setting and tracking, self-evaluation, collaboration, and reflection.

It is expected that the University Supervisor and Cooperating Teacher should conduct a final conference with the Teacher Candidate to re-evaluate goals, skills, knowledge, and dispositions. At this conference each person should assess the Teacher Candidate's effort and performance during the field experience. The focus should be on what the Teacher Candidate should work on in the future. The University Supervisor should confer with the Cooperating Teacher in determining a pass/fail grade for the candidate's overall performance throughout the placement then send the recommended grade to the course instructor/Director of Student Field Experiences.

## **KEY AREAS OF BEST TEACHING PRACTICE:**

Following is a list of general assumptions regarding key areas of best instructional practice that will aid the Washburn Education Department faculty to determine whether each Teacher Candidate has successfully completed the general program requirements and assess the Teacher Candidate's performance during the semester.

1. The Teacher Candidate has demonstrated technical competence in both classroom instruction and classroom management. The Teacher Candidate is knowledgeable of the content that is to be taught and is skillful in the use of methods and strategies appropriate for the realization of classroom management.
2. The Teacher Candidate is willing and able to utilize new and varied teaching methods and instructional materials where appropriate. Although the Teacher Candidate is expected to work within the parameters established by the existing school curriculum, some degree of original curriculum development should be demonstrated during the semester.
3. The Teacher Candidate is able to develop and utilize curriculum materials that reflect the pluralistic nature of society, and instructional strategies that are appropriate and realistic for the specific students in the classroom.
4. The Teacher Candidate plays an active role in helping the children in the classroom attain respect for all persons who possess diverse intellectual, racial, cultural, physical and social characteristics.
5. The Teacher Candidate shows an interest in becoming an active member of professional education through leadership, initiative, and commitment.
6. The Teacher Candidate has developed a "reflective sense" of the classroom, is aware of what is happening while teaching, is able to react to unpredictable situations, is capable of offering alternatives to children, and is able to set and enforce realistic limits in a humanistic way.
7. The Teacher Candidate can articulate the goals for teaching lessons and is able to give academic and ethical rationales for these goals whether or not they are already part of an existing curriculum.
9. The Teacher Candidate continually reflects upon teaching. The Teacher Candidate examines the consequences of classroom activities goals for learning activities and classroom demographics that may be associated with particular activities.
10. The Teacher Candidate reflects upon a personal educational philosophy and perspectives about teaching and learning. The Teacher Candidate is open to considering alternative points of view and is able to consider educational principles in relation to best practices. The Teacher Candidate is expected to analyze, evaluate and organize data to show academic growth.

## THE UNIVERSITY SUPERVISOR

University Supervisors have an important role in the Teacher Candidate experience. University Supervisors have a dual responsibility as liaison between the Washburn Department of Education and the Teacher Candidate as well as the Cooperating Teacher and the Teacher Candidate. Supervision of the partnerships the Washburn Department of Education has developed with school districts is vital to promote successful student teaching in a clinical environment. The past professional experiences of each University Supervisor provides a solid foundation for observing, collaborating, critiquing, and evaluating Teacher Candidates in an authentic classroom setting. The emphasis throughout the semester should be on maintaining a cooperative relationship between the Cooperating Teacher, Teacher Candidate, University Supervisor, and the Washburn Department of Education.

The University Supervisor assists the Cooperating Teacher to mentor and guide the Teacher Candidate throughout the field experience. To expedite this process, it is suggested that the University Supervisor and Cooperating Teacher exchange telephone numbers and email addresses at the beginning of the semester to facilitate communication.

In addition to an informal introductory visit, the University Supervisor will conduct a minimum of five formal visitations of the Teacher Candidate during the semester (a minimum of three observations will be conducted for Teacher Candidates in eight-week placements). The focus of these visits will vary and depends upon the needs of particular Teacher Candidates. The length of the visits and whether or not they will be announced in advance depends upon the individual supervisor. In an entire semester placement, the majority of the visits focus on formal observations of a Teacher Candidate's teaching. Ideally, the Teacher Candidate will have time to meet with the observer (either the University Supervisor or Cooperating Teacher) after teaching a lesson to immediately receive constructive feedback on the delivery of the lesson, management of the students, and other elements of teaching (see Appendix D).

The length of the visits and whether or not they will be announced in advance depends upon the individual supervisor. The usual schedule for supervisory visits from the University Supervisor consists of scheduling visits (and checking goals set by the Teacher Candidate with assistance from the Cooperating Teacher) and formally observing two or more lessons per placement with time to conduct a conference following the observation (see Appendix D). If time allows, the University Supervisor should also meet with the Cooperating Teacher each time a visitation is scheduled. The University Supervisor should provide written feedback to the Teacher Candidate after the formal observation during the conference using a formal observation form. Cooperating Teachers and University Supervisors are expected to provide written feedback to the Teacher Candidate using the Observation Feedback Form (see Appendix D). The formal observation feedback form is an electronic document which the University Supervisor (or Cooperating Teacher) fills out when formally observing a Teacher Candidate implement a lesson plan. Depending on the preference of the University Supervisor, a copy of the Observation Feedback Form may be given to the candidate and the Cooperating Teacher (CT) immediately after the conference, or a supervisor may choose to send the form to the candidate and CT electronically later in the day rather than at the conference.

If possible, there should be a Teacher Candidate/Cooperating Teacher/University Supervisor conference at the midpoint of the student teaching experience to check goals, concerns, dispositions, and concerns. The supervisor should attempt to participate in the Cooperating Teacher/Teacher Candidate final conference at the end of a placement. If this is not possible, then the supervisor will conduct a final conference with each Teacher Candidate at the end of the practicum. After conferring with the Cooperating Teacher, the University Supervisor will submit the recommended grade to the ED 400 instructor.

In addition to the conferences that focus on instruction and classroom management from the Teacher Candidate, the University Supervisor will conduct small group conferences with his/her Teacher Candidates as part of *ED 400 – Understanding the School* seminars throughout the semester. During the group meetings the supervisor and candidates share experiences, set expectations, discuss any questions they might have, exchange educational

philosophies, and become acquainted with each other on an individual basis. Some University Supervisors conduct mini-lessons when the small group meets that provide insight, advise, and materials on instructional strategies, behavior management, and other issues of interest to Teacher Candidates.

On another note, the University Supervisor is expected to attend monthly supervisory meetings with other supervisors and the Coordinator of Student Field Experiences. Updates on the student teaching experience and Washburn Education Program are presented during the meetings.

If a Teacher Candidate demonstrates exceptional teaching knowledge and skills early in a placement, University Supervisors may recommend that Teacher Candidate for an Outstanding Teacher Candidate departmental award. Nominations are given to the Coordinator of Student Field Experience. Discussion and evaluation of nominations and submitted materials occurs during supervisory meetings with the Director of Student Field Experience.

Once a semester, an Education Interview Day is jointly sponsored by Career Services and the Department of Education. University Supervisors support Teacher Candidates by reassuring and coaching them between interview sessions. University Supervisors participate in the Teacher Candidate Tea which celebrates the successful end to the student teaching experiences. The Teacher Candidate Tea is held at the end of the student teaching semester.

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THE COOPERATING TEACHER

The Cooperating Teacher is the person who plays a fundamental role in the student teaching experience, for she/he is that person who works in closest association with the Teacher Candidate. This working relationship must be based upon mutual respect and understanding, and should be fostered by empathy, openness, and trust. The Cooperating Teacher assists the Teacher Candidate in feeling at ease with other professionals, to be accepted by the students in the classroom/s, and to assume greater teaching responsibility as the term progresses. The Cooperating Teacher, by offering advice, assistance, and encouragement, contributes in large measure to the development of positive experiences in student teaching. Throughout the student teaching field experiences it is important that a relationship is built between the Cooperating Teacher, University Supervisor and Teacher Candidate to ensure the experience is a successful one (See Figure 2.1).

The principle of readiness is applied in determining when a Teacher Candidate should be given specific teaching responsibilities. Washburn University majors come to student teaching with varying amount and types of experience with children. All education students have participated in the Educational Participation in the Community (EPIC) field experiences. Elementary, secondary, and K-12 students have had practicum experiences as part of the required methods/curriculum courses.

At the beginning of the student teaching field experience, it is suggested that the Cooperating Teacher plan a schedule that allows the Teacher Candidate to assume teaching responsibilities in your classroom based on your assessment and the Teacher Candidates' self-assessment of his/her readiness for certain responsibilities. Suggestions for establishing a student teaching weekly schedule can be found in Appendix C. The Washburn Education Department expects a Cooperating Teacher to evaluate the teaching experience of a Teacher Candidate at the beginning, middle, and end of the student teaching experience through goal setting, dispositions, and use of a rating scale; copies of the evaluation forms online are in Appendix A.

Student teaching should be viewed as a partnership in teaching. It cannot be over-emphasized that the Teacher Candidate and the full-time classroom teacher are co-teachers. When the Teacher Candidate arrives, she/he will probably feel anxious and have many questions about the semester. Concerns of the Teacher Candidate evolve around the students, the classroom, the school, and the community. The Teacher Candidate will also be curious about the Cooperating Teacher's educational philosophy, as well as the methods, standards, and classroom management strategies used by the teacher, and, thus, ask many questions. A Cooperating Teacher will use his/her ideas and experiences to help the Teacher Candidate expand, develop, and refine experiences to reflect about teachers, teaching, learners and learning. Time spent orienting the student to the environment as a Teacher Candidate facilitates a smooth transition from expectations of the methods course to expectations of the student teaching experience.

The Cooperating Teacher typically gives the Teacher Candidate a variety of classroom experiences in which to observe, analyze, and discuss. The observation of an experienced teacher handling a class in a wide variety of situations is invaluable to the Teacher Candidate. In addition, the Cooperating Teacher should discuss the ways in which lessons and units were planned or presented daily and over time. As the Teacher Candidate assumes responsibilities in the classroom, the Cooperating Teacher should observe the student's performance with the pupils and hold regular conferences to discuss performance (See Appendix E).

The Cooperating Teacher should be reminded that the Teacher Candidate is entering a classroom situation where most decisions about curriculum, school, and classroom procedures have already been made prior to arrival. It is important, therefore, for the Cooperating Teacher to discuss why particular choices were made (and others rejected) concerning the curriculum, instructional methods, and classroom procedures so that the Teacher Candidate will gain an understanding of effective classroom teaching and management.

The Washburn University Department of Education is preparing Teacher Candidates for a career in teaching, not only how to work in a particular grade level, classroom, or school. Teacher Candidates must learn, therefore, how

to function effectively in various scenarios within the classroom and school during student teaching, and must also be prepared to be successful in a variety of professional situations with a diverse population. Another thing Teacher Candidates must learn is how to identify whether students have learned what was taught and to analyze that information in conjunction with their planning, implementation, and evaluation. Cooperating Teachers are encouraged to emphasize the underlying rationale for their classroom decisions throughout the semester. This communication will promote flexibility in decision-making as students seek positions in other schools and grade levels.

Perhaps the most difficult and challenging responsibility of a Cooperating Teacher is allowing the Teacher Candidate to develop their individual teaching style, which may differ from that of the Cooperating Teacher. This may require the Cooperating Teacher to encourage the Teacher Candidate to be innovative and unique and take risks in the classroom. Accepting a Teacher Candidate is an indication that the Cooperating Teacher welcomes this responsibility and understands the importance of the experience for the Teacher Candidate to work within the general curriculum that has been established in a school and to follow all school rules and procedures. At the same time, we hope that the Teacher Candidate will be given opportunities to develop an individual teaching style.

In order to begin the semester in a positive manner, the Teacher Candidate will need a clear idea of classroom procedures and curriculum – those areas that are considered essential. The Teacher Candidate will need preparation for teaching through teaching and modeling demonstrations of instruction. Information on specific instructional techniques will be needed, as well as explanations on choice rationales. As the Teacher Candidate begins to create daily and unit plans, sample plans will be needed as models, and consultations during the preparation of individual lessons will be essential. Preparation and planning for meaningful instruction is one of the major goals of the student teaching program. It is equally crucial that Teacher Candidates learn how their planning and teaching of lessons impact student learning.

The qualities that combine to make an effective classroom teacher also combine to make a good Cooperating Teacher: intelligence, honesty, kindness, tact, creativity, and a deep-seated interest in teaching and learning. The growth of a Teacher Candidate often resembles the growth of an elementary school pupil – slowly at first in some areas, more rapidly in others, but always progressing differently in every classroom. The successful Cooperating Teacher will keep this in mind and adapt individual programs for the Teacher Candidate.

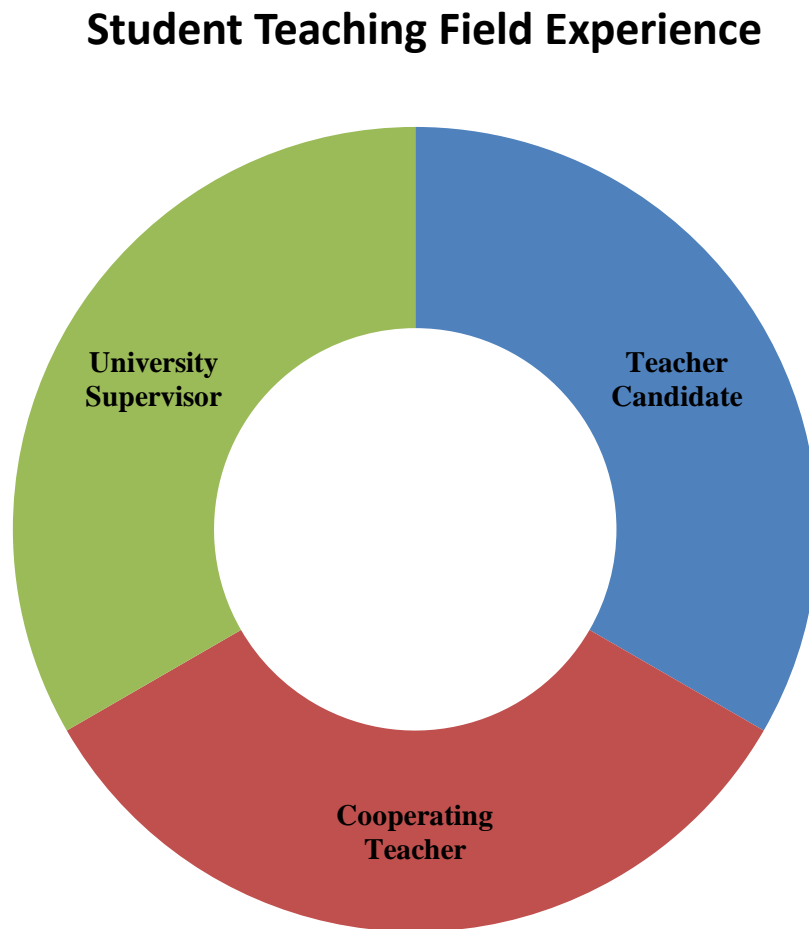
Cooperating Teachers and University Supervisors are expected to provide feedback to the Teacher Candidate after *formally observing at least two(2) lessons* taught by the candidate. Ideally, the Teacher Candidate should have time to meet with the observer (either the University Supervisor or Cooperating Teacher) after teaching a lesson to immediately receive constructive feedback on the delivery of the lesson, management of the students, and other elements of teaching. Cooperating Teachers and University Supervisors are expected to provide written feedback to the Teacher Candidate using the Observation Feedback Form (see Appendix D), and that form is now available as a separate electronic document. Plan to e-mail the completed feedback form to the Teacher Candidate, the University Supervisor, and Dr. Salsbury after the observation and providing feedback to the Teacher Candidate. There is a special e-mail account for Dr. Salsbury to receive feedback forms and evaluations on Teacher Candidates: <field.experiences@washburn.edu>

Teacher Candidates need suggestions and ideas that are followed by an opportunity to concentrate on a given set of circumstances followed by a conference to discuss performance. Regular feedback and evaluation should be provided by the Cooperating Teacher to the Teacher Candidate so as not to discourage the desire to try new instructional activities. Written feedback as well as oral comments is helpful to Teacher Candidates who can then refer back to specific suggestions and ideas that would help guide them to a better understanding of their responsibilities and role as an educator (see Appendix E for conference guidelines).

The evaluation of a candidate is a continuous process undertaken by the Cooperating Teacher, the University Supervisor, and the Teacher Candidate. The emphasis should be upon a positive study of behavior, attitudes, and educational philosophy. Evaluation should be conducted with the individual growth of the Teacher Candidate in mind. Teacher Candidates want to be evaluated; they want to know how to organize and manage a classroom; they

want assistance in their teaching; they want advice and suggestions from their Cooperating Teachers. A collaborative partnership between the Teacher Candidate, Cooperating Teacher, and University Supervisor ensures a successful student teaching field experience for everyone.

Figure 2.1—Collaborative Partnership between the Teacher Candidate, Cooperating Teacher, and University Supervisor creates an equally successful field experience.



THE COOPERATING PRINCIPAL

The Cooperating Principal is the building administrator who has one or more Teacher Candidates assigned to his school. While the Cooperating Principal is not usually directly involved in the training of the Teacher Candidate, he/she performs an important role in the student teaching experience. The principal is encouraged to participate in student teaching in the following activities:

A. Teacher Candidate Orientation:

1. Plan time to meet the Teacher Candidate/s.
2. Explain building policies and basic school philosophy.
3. Give Teacher Candidates copies of materials that are given to regular staff.
4. Conduct a tour of the building for Teacher Candidates.
5. Orient Teacher Candidates to the local community.

B. The Role of the Principal during Student Teaching:

1. Include Teacher Candidates in all general staff activities such as faculty meetings, in-service sessions, and staff social activities.
2. Observe the Teacher Candidate whenever possible during the semester and meet with the Teacher Candidate following these observations.
3. At or near the end of the student teaching experience, conduct a formal observation and evaluation of the Teacher Candidate following the district's guidelines to acquaint the Teacher Candidate with this process and to provide additional feedback.
4. Conduct a mock job interview with the Teacher Candidates in the building near the end of student teaching to help prepare them for the job search process. Former Teacher Candidates have found these job placement-related interactions with their Cooperating Principals to be extremely helpful.

GENERAL POLICIES AND PROCEDURES

A. Absences:

In the event of a necessary or emergency absence, the Teacher Candidate will notify the school office and the Cooperating Teacher in the morning before the school day begins. The Teacher Candidate **is also expected to notify** the University Supervisor and Director of Student Field Experiences of all absences and provide documentation of the absence.

More than one (1) absence will result in a make-up day at the end of the semester. "Make-up" time will be mutually agreeable between all involved parties, and will be determined by the Director of Student Field Experiences, Cooperating Teacher, Teacher Candidate, and University Supervisor.

B. Substitute Teaching:

Teacher Candidates are not to be considered as licensed substitute teachers during the placement, and they are not to serve in this capacity during the student teaching field experience. Occasionally, it is necessary for the Teacher Candidate to take charge of a class due to the unexpected absence of the Cooperating Teacher. The Cooperating Principal or some other licensed faculty member must be able to take full responsibility for classroom activities when such an adjustment is made for the classroom.

C. Lead Teaching:

Most Cooperating Teachers gradually extend the time they are out of the classroom, and the Teacher Candidate will be alone with the class. During the weeks of lead teaching, it is most beneficial for the Teacher Candidate if the Cooperating Teacher is out of the room at least some of the time, thereby increasing the candidate's independence, *yet the Cooperating Teacher should remain in the school building should the Teacher Candidate require assistance.* The actual amount of time the Teacher Candidate is left alone in the room depends upon individual cases. Some Teacher Candidates are ready for independence very early in the semester; others must be encouraged to take their professional "first steps". The aim is for all Teacher Candidates to have at least some experience being alone in the classroom. Lead teaching should be discussed between the Teacher Candidate, Cooperating Teacher, and University Supervisor.

D. Conflict Resolution:

If the University Supervisor, Cooperating Teacher, or Teacher Candidate feel that any other member of this group is not meeting their role expectations, that member should discuss the problem with the other participants. Similar discussions can occur between the Teacher Candidate, University Supervisor, and/or Cooperating Teacher with the Director of Student Field Experiences, especially if the student teaching team needs to improve communication and/or cannot resolve their issues. Sometimes an inappropriate assignment can occur and an alternative placement may be needed. This should not be looked upon as a failure by those involved. No changes in student teaching placements will be made without the full participation of all individuals involved and approval of the Chair of the Education Department.

SUPPORT SERVICES FOR COOPERATING TEACHERS:

A seminar will be conducted for all Cooperating Teachers shortly after (or before) the student teaching semester begins. In addition to the seminar, Cooperating Teachers may request individual consultations or in-service workshops related to the supervision of student teachers. For information about services contact the Chair of the Education Department or Dr. Denise Salsbury, Director of Student Field Experiences, Carnegie Building, Washburn University, 785 -670-1427.

Appendix A1: Part 1—Goal Setting & Tracking Form



Washburn Education Department Student Teacher Goals Evaluation



(To be completed by the teacher candidate, then checked by the cooperating teacher and university supervisor at the beginning, midterm, and at the end of the student teaching field experience.)

Teacher Candidate _____ Cooperating Teacher _____

School _____ University Supervisor _____

Date of Conference _____

Constructs	Goals	How Goals will be met	When Goals will be met	Expected Outcomes
Learner and Learning 1. The teacher candidate plans instruction based on learning and developmental levels of all students. 1. The teacher candidate recognizes and fosters individual differences to establish a positive classroom culture. 2. The teacher candidate establishes a classroom environment conducive to learning.				
Content Knowledge 1. The teacher candidate demonstrates a thorough knowledge of content. 2. The teacher candidate provides a variety of innovative applications of knowledge.				
Instructional Practice 1. The teacher candidate uses methods and techniques that are effective in meeting student needs. 2. The teacher candidate uses varied assessments to measure learner progress. 3. The teacher candidate delivers comprehensive instruction for students.				
Professional Responsibility 1. The teacher candidate engages in reflection and continuous growth. 2. The teacher candidate participates in collaboration and leadership opportunities.				

Goal Setting and Tracking Form

Description and Instructions

The purpose of this form is for the teacher candidate to reflect on and work toward specific goals based on the four constructs used for assessment and evaluation of student teaching. While the teacher candidate will record and revisit their goals weekly, the goals written at the beginning, midterm, and final weeks of the placement should contain reflections that explain progress made towards meeting the goals at that moment in time. Throughout the placement, it is possible the goals may change during student teaching, or additional goals identified.

The teacher candidate should write one goal per construct, and then as a goal is met another goal may be developed. Goals should be completed by the teacher candidate, then checked by the cooperating teacher and university supervisor at the beginning, midterm, and at the end of the student teaching field experience, then emailed to the ED 400 instructor.

SAMPLE

Constructs	Goals	How Goals will be met	When Goals will be met	Expected Outcomes
Learner and Learning 3. The teacher candidate plans instruction based on learning and developmental levels of all students.	1. To identify, plan, teach, and assess based on the developmental and learning abilities of the students. 2. To develop plans that include a variety of instructional approaches based on the needs of the students.	1. Use of a learning style inventory to determine levels of abilities for students. 2. Observation of teaching using innovative activities based on student abilities.	1. Throughout student teaching experience. Monitored via formative assessments 2. Monitored via observation by cooperating teacher and university supervisor	1. Less disparity among student scores on posttest. 2. Observed ability to use innovative approaches to reach all learners

Appendix A2: Part 2—Dispositions Form



Washburn Education Department Student Teacher Evaluation



Professional Conduct & Attitudes Evaluation of Teacher Candidates

The following dispositional characteristics have been developed for use in the Washburn Education Department. They will be used when considering admission to the program, as an evaluation tool during EPIC and many Education Department courses, when considering acceptance to student teaching, and as an evaluation tool during student teaching. **Complete the Professional Dispositions form online via the following Wiki web address: <<http://reflective-educator.wikispaces.com/>>**

Teacher Candidate: _____

Date of Evaluation: _____

Cooperating Teacher: _____

University Supervisor: _____

DISPOSITIONAL STATEMENTS	EVALUATION SCALE (circle one) 4 = Highest; 1 = Lowest; 0 = Unsatisfactory
1. The candidate is inner directed, reflective, and optimistic about the influence of education on all students.	0 1 2 3 4
2. The candidate views himself/herself as both a teacher and a learner and seeks to enhance his/her own professional development.	0 1 2 3 4
3. The candidate is accepting of diversity among people and makes decisions and adaptations that reflect a commitment to fairness and educational equity among students, including those with exceptionalities.	0 1 2 3 4
4. The candidate supports policies and practices that promote student safety, development and welfare.	0 1 2 3 4
5. The candidate is punctual, reliable, and well prepared and willingly assumes responsibilities for duties and assignments.	0 1 2 3 4
6. The candidate is consistently honest, respects and follows established policies and procedures, and maintains an integrity that reflects positively on the teaching profession.	0 1 2 3 4
7. The candidate demonstrates maturity and effective interpersonal skills and accepts constructive criticism in a positive manner.	0 1 2 3 4
8. The candidate communicates (both verbally and nonverbally) with students, parents, colleagues, and authority figures in ways appropriate for the teaching and learning context.	0 1 2 3 4
9. The candidate values collaboration within the profession and is respectful of, and works collaboratively with families, colleagues, community, and/or authority figures.	0 1 2 3 4
10. The candidate exhibits an appropriate professional appearance, including good grooming and proper attire, when representing Washburn University.	0 1 2 3 4

TOTAL RATING: _____

Appendix A3: Part 3—Summary Evaluation Form



Washburn Education Department Student Teacher Evaluation



(To be completed by the Cooperating Teacher and University Supervisor at midterm and at the end of student teaching field experience in conjunction with observational information and the *Goal Setting and Tracking Form* completed by the Teacher Candidate.

Complete the Summary Evaluation Form online via the following Wiki web address:
the following Wiki web address: <http://reflective-educator.wikispaces.com/>

The purpose of this form is to evaluate the teacher candidate based on the following information:

- | | |
|---|-------------------------------------|
| a. Observations (cooperating teacher/s and university supervisor) | d. Video recordings and Reflections |
| b. Unit Plan and Lesson Plans and their implementation | e. Weekly (daily) Reflections |
| c. Progress toward goals identified via the <i>Goal Setting and Tracking Form</i> | f. Other (TBA) |

Teacher Candidate _____ Date _____ School _____

Cooperating Teacher or University Supervisor _____

Midterm Evaluation Date or Final Evaluation _____

EVALUATION RATING DESCRIPTION:

4 = Advanced

3 = Target

2 = Developing

1 = Unacceptable

Construct 1: Learner and Learning	1	2	3	4
1. The teacher candidate plans instruction based on learning needs and the developmental levels of all diverse learners, including those with exceptionalities.				
2. The teacher candidate recognizes and fosters individual differences to establish a positive classroom culture.				
3. The teacher candidate establishes a classroom environment conducive to learning, and based on safety, fairness, respect, and educational equity.				
4. The teacher candidate had a positive impact on student learning.				
<i>Kansas Standard/s: 1, 2, 3, 4, 5, 6, 7</i>				
Overall rating for Construct 1				
Construct 2: Content Knowledge	1	2	3	4
1. The teacher candidate demonstrates a thorough knowledge of content.				
2. The teacher candidate provides a variety of innovative applications of knowledge which motivates learner understanding between and within subject areas.				
3. The teacher candidate plans and implements lessons aligned with content standards.				
<i>Kansas Standard/s: 1, 2, 4, 6, 7, 11, 12</i>				
Overall rating for Construct 2				
Construct 3: Instructional Practice	1	2	3	4
1. The teacher candidate uses methods and techniques that are effective in meeting student needs, including strategies to differentiate and scaffold information.				
2. The teacher candidate uses varied assessments (formative and summative) to measure learner progress.				
3. The teacher candidate utilizes technology to engage and challenge learners in a variety of learning situations.				
4. The teacher candidate engages students in learning activities that develop higher order thinking skills.				
<i>Kansas Standard/s: 1, 3, 4, 5, 7, 8, 9, 12</i>				
Overall rating for Construct 3				
Construct 4: Professional Responsibility	1	2	3	4
1. The teacher candidate engages in reflection and continuous growth.				
2. The teacher candidate participates in collaboration and leadership opportunities.				
3. The teacher candidate analyzes and reflects on student data to impact student learning growth using formative and summative assessments.				
<i>Kansas Standard/s: 1, 2, 3, 6, 9, 10, 12, 13</i>				
Overall rating for Construct 4				

Adapted from Kansas Educator Evaluation Protocol [KEEP], 2011 by Washburn Education Department (2012).

Appendix B.1:

Unit Plan Outline

NAME:

DATE/s UNIT will be taught:

GRADE LEVEL:

TEACHER:

UNIT GOAL/s:

UNIT TOPIC:

UNIT TOPIC STANDARDS: [Main subject area of topic; Write content-area standards out completely! Go to <http://www.ksde.org> for all Kansas Academic Standards.]

FYI:

→Before beginning unit---Pre-test content concepts and skills to be taught during unit.

→Ending unit—Posttest content concepts and skills taught during unit.

Lesson 1 [Sample lesson outline for one class session]

Topic:

Subject area:

Lesson Objective:

Other Content Area Standard/s: [from another subject area]

Resource/s: [e.g., book citations YOU would use and research for content information]

Material/s: [e.g., types of manipulatives, posters, artifacts, visuals, etc.]

Technology: [e.g., overhead, computer, PowerPoint, Internet, computer programs, etc.]

Learning Activity Idea: [Briefly describe a possible activity for Day 1 in 5 or less sentences]

*Continue to outline the daily lesson plans from Lesson 1 to Lesson 10 (or 8) in sequence for an entire unit plan.
See page 2 of this document for a Sample Unit Plan outlined.*

PLAINS STATES, USA -- UNIT PLAN

NAME: D. E. Salsbury

DATE/s UNIT will be taught: June 10-24

GRADE LEVEL: 4th

CLASSROOM TEACHER: Mrs. Muncy

UNIT GOAL/s:

To gain understanding of the spatial organization of the Plains Region of the USA and the relationships between peoples, places, resources, and the interactions that occur between physical characteristics and human environments of the region.

UNIT TOPIC: Plains Region of the USA

UNIT TOPIC STANDARDS: Social Studies

Geography: The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

Benchmark 2: Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

Fourth Grade Knowledge and/or Application Indicators--

The student: 1. (A) identifies and compares the physical characteristics of eastern to western Kansas and *regions* of the United States (e.g., rainfall, *location*, land and water features, climate, vegetation, *natural resources*).

Day 1—Pretest over Plains States, Regional Geography

Day 2, Lesson 1—

Topic: Plains States overview (state names, locations, comparison of physical characteristics)

Lesson Objective: Students will identify and compare physical characteristics of Plains States in the United States.

Other Content Area Standard/s: Standard 1 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 3: The student writes technical text using the writing process.

Fourth Grade Knowledge and/or Application Indicators--6. Independently uses a variety of prewriting strategies (e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups). (Organization: prewriting, drafting, revising: N,E,T,P)

Resource/s:

United States and its Neighbors [Teacher's Edition], (1993) by Macmillan/Mcgraw-Hill School Division.

[The Great Plains States of America: People, Politics, and Power in the Nine Great Plains States](#) (1973) by [Neal R. Peirce](#).

Material/s: 25 USA Desk maps; Blackline USA political maps; Colored pencils.

Technology: Computer & projector; GoogleEarth website <http://www.earth.google.com>

Activity Idea: After teaching about the physical characteristics of the Plains States Region using maps and Google Earth, separate students into small groups of 3-4. Have students refer to desk maps and colored pencils to color and label each Plains State on the blackline map. Next have students draw physical characteristics of each state on the map; provide a list of suggested physical characteristic (water & land formations) through the computer projector. Then have students turn over the map, and independently create a Venn diagram of two Plains States' physical characteristics. (Before independent work, remember to model how to create the Venn diagram for the students.)

Appendix B.2: Required Lesson Plan Template

[Title of Lesson]

*{Items with * must be taught before/during student teaching field experience.}*

Name:*

Date Due:*

Cooperating Teacher:

School:

Grade Level:*

Content Elements to be taught:

- 1.
- 2.
- 3.

Subject Area:*

Lesson Topic:*

Common Core Standards:

Content Area Standard/s & Benchmark/s:*

Integration Content Areas & Topics:*

- 1.

Other Content Area Standard/s & Benchmark/s:*

Lesson Objective:*

- 1.

Assessment of Objective/s:*

Connections to Student Background Knowledge:

Materials/Technology List:*

- Teacher—
- Student—

Timeline: [Amount of time during class session & number of days]

I. Instructional Procedures:*

- A. Introduction.** [Motivation/Student Engagement/Interactive]
 - B. Objective of lesson.** [State this for the student/s]
 - C. Content Elements.** [Teach content & skills]
Checking for Understanding Questions. [Provide 2-3 questions to whole group or as discussion prompts.+]
 - D. Modeling.** [Teacher demonstrates expectations.]
Checking for Understanding Questions.+
 - E. Guided Practice.** [Teacher & students practice using content/skills; small groups/partners/other.]
Checking for Understanding Questions.+
 - F. Individual Practice.** [Individual practice of content/skills; NOT homework!]
 - G. Assessment.**
 - 1. Formative—
 - 2. Summative—
 - H. Closure.**
 - 1. Review of content; Students share completed work with peers/class.
 - 2. Reflection by students on what was learned.
-

II. Evaluation of Student Learning:*

- A. Description of Assessment.** [Describe how assessment meets lesson objective.]
- B. Rubric.** [If applicable]

III. Instructional Strategies:* [Check those strategies that were included in lesson plan; not all may apply to a single lesson. Explain when and how instructional strategies were used in lesson plan.]

- ___ **Domains of Learning**, (Explanation/s) _____
[Cognitive, Affective, Psychomotor]
- ___ **Model/s of Instruction**, (Explanation/s) _____
- ___ **Cognitive Levels of Understanding*** (Explanation/s) _____
[Bloom's Taxonomy]
- ___ **Differentiated Instruction***, (Explanation/s) _____
- ___ **Reading Strategies***, (Explanation/s) _____
- ___ **Technology Use***, (Explanation/s) _____
- ___ **Community Resources***, (Explanation/s) _____

IV. Lesson Extension:

- A. Extended Practice.** [Immediate; after student/s complete assessment]
- B. Lesson Extension.** [Ideas for follow-up or review lesson another day.]

V. Reflection of Lesson Implementation.*

Appendix C.1: Format for the Student Teaching Timeline--BLANK

Teacher Candidate _____ Date _____

Cooperating Teacher _____ School _____

RESPONSIBILITIES e.g., for content areas, groups of children, on-instructional tasks, etc.)

Week _____

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____

13 _____

14 _____

15 _____

16 _____

Appendix C.2: Suggested Student Teaching Timeline—16 Weeks

16 Weeks

Week 1

1. General observation along with assuming some of the administrative and classroom procedural tasks.
2. Assist individual or small groups of students with lessons.
3. Plan and put up bulletin boards.
4. Conferences with Cooperating Teacher regarding pupil behavior, transitions, classroom management, specific techniques of presentation, demonstration, supervision of seatwork, and discipline, etc.
5. Inquire about faculty meetings, teacher/parent conferences, professional development days, and other extracurricular duties.
6. Determine reading level of students and district.
7. Collaborate with Cooperating Teacher about standards-based curriculum and possible unit plan topic/learning expectations.
8. Collaborate with Cooperating Teacher and University Supervisor on Construct Goals and plans for meeting the goals.
9. Write reflections daily, then submit to University Supervisor on due date (also submit reflections to your ANGEL drop box).

Week 2

1. Continue collaboration with Cooperating Teacher about standards-based lesson plans and unit plan.
2. Engage in team teaching with Cooperating Teacher.
3. Start lesson planning! Use required lesson plan outline for all lessons observed formally by Cooperating Teacher or University Supervisor.
4. Continue to assist individual or small groups of students with lessons.
5. Gather demographics and site data on district, school building, and classroom.
6. Determine possible students for two case studies.
7. Determine small group to monitor.
8. Write reflections daily, then submit to University Supervisor on due date (also submit reflections to your ANGEL drop box).

Week 3

1. Determine timeline for teaching Unit Plan and when to video tape 2 required unit-related lessons.
2. Arrange for Cooperating Teacher and University Supervisor to formally observe your implementation of first lesson plan (not the same lesson).
3. Become familiar with counselor or social worker responsibilities, such as career counseling, vocational counseling, personal counseling, testing, etc.
4. Attend a school board meeting.
5. Continue individual or small group assistance with lessons.
6. Write reflections daily, then submit to University Supervisor on due date (also submit reflections to your ANGEL drop box).

Week 4

1. Implement the first lesson of Unit Plan, if possible.
2. The Teacher Candidate can set up learning centers and/or methods of evaluation in conjunction with team teaching unit plans.
3. Arrange collaborative conferences concerning first complete unit of instruction and lesson plans.
4. Continue self-reflection on Construct Goals.
5. Arrange for videotaping of your first lesson plan for KPTP.

6. Check out video equipment and *practice taping* before taping required lessons. Do not use cell phones or iPads; There is a variety of technical equipment available in the Carnegie Education Library (lower level of building).
7. Write reflections daily, then submit to University Supervisor on due date (also submit reflections to your ANGEL drop box).

Week 5

1. Add full complement of subject or classes to the teaching responsibilities. Prepare to assume a full teaching load.
2. Continue teaching with small group instruction, individual tutoring, and other supportive activities.
3. Arrange for Cooperating Teacher and University Supervisor to formally observe your implementation of second lesson plan (not the same lesson).
4. Implement Unit Plan lessons.
5. Arrange for videotaping the second lesson plan for KPTP.
6. If learning centers were established in Week 4, the Teacher Candidate needs to determine that centers are efficient and effective. If necessary, centers are changed to meet student needs.
7. Write reflections daily, then submit to University Supervisor on due date (also submit reflections to your ANGEL drop box).

Week 6

1. Assume a full teaching load.
2. Continue team teaching and individualized instruction when not in charge of the class.
3. Write reflections daily, then submit to University Supervisor on due date (also submit reflections to your ANGEL drop box).

Week 7

1. Assume full teaching responsibilities.
2. Implement Unit Plan* (“unit of study”), if you have not begun.
3. Write reflections daily, then submit to University Supervisor on due date (also submit reflections to your ANGEL drop box).

Week 8

1. Continue full teaching responsibilities.
2. Collaborate with Cooperating Teacher and University Supervisor about Construct Goals (Midterm Evaluation/s).
3. Continue self-reflection on Construct Goals.
4. Gather data from assessments, then analyze how/if student learning occurred and how that learning was impacted by your teaching.
5. Gather data for two case studies and small group.
6. Write reflections daily, then submit to University Supervisor on due date (also submit reflections to your ANGEL drop box).

Week 9

1. Continue full teaching responsibilities.
2. Continue self-reflection on Construct Goals.
3. Write reflections daily, then submit to University Supervisor on due date (also submit reflections to your ANGEL drop box).

Week 10

1. Continue full teaching responsibilities.
2. Continue self-reflection on Construct Goals.
3. Write reflections daily, then submit to University Supervisor on due date (also submit reflections to your ANGEL drop box).

Week 11

1. Continue full teaching responsibilities.
2. Plan to observe other classrooms during last week of placement.
3. Continue self-reflection on Construct Goals.
4. Write reflections daily, then submit to University Supervisor on due date (also submit reflections to your ANGEL drop box).

Week 12-14

1. Continue full teaching responsibilities.
2. Write reflections daily, then submit to University Supervisor on due date (also submit reflections to your ANGEL drop box).

Week 15

1. Transition teaching responsibilities back to the Cooperating Teacher.
2. Make arrangements for administrative visits.
3. Continue self-reflection on Construct Goals.
4. Write reflections daily, then submit to University Supervisor on due date (also submit reflections to your ANGEL drop box).

Week 16

1. Teaching responsibilities returned to the Cooperating Teacher.
2. Observe in other classrooms to compare educational experiences.
3. Spend one half day (or an hour?) in the administrative offices.
4. Spend one half-day (or an hour?) with the building or assistant principal to discuss hiring criteria, interviewing guidelines and job responsibilities.
5. Write reflections daily, then submit to University Supervisor on due date (also submit reflections to your ANGEL drop box).
6. Finalize self-reflection on Construct Goals.
7. Collaborate with Cooperating Teacher and University Supervisor about Construct Goals (Final Evaluation/s).
8. Final Evaluations by Cooperating Teacher and University Supervisor submitted online and shared with Teacher Candidate.

Appendix C.2: Suggested Student Teaching Timeline—8 weeks

8 Weeks

Week 1

1. General observation along with assuming some of the administrative and classroom procedural tasks.
2. Assist individual or small groups of students with lessons.
3. Plan and put up bulletin boards.
4. Conference with Cooperating Teacher regarding pupil behavior, transitions, classroom management, specific techniques of presentation, demonstration, supervision of seatwork, and discipline, etc.
5. Inquire about faculty meetings, teacher/parent conferences, professional development days, and other extracurricular duties.
6. Determine reading level of students and district.
7. Gather demographics and site data on district, school building, and classroom for KPTP.
8. Start lesson planning! Use required lesson plan outline for all lessons observed formally by Cooperating Teacher or University Supervisor.
9. Collaborate with Cooperating Teacher about standards-based curriculum and possible unit plan topic/learning expectations.
10. Collaborate with Cooperating Teacher and University Supervisor on Construct Goals and plans for meeting the goals.
11. Write reflections daily, then submit to University Supervisor on due date (also submit reflections to your ANGEL drop box).

Week 2

9. Become familiar with counselor or social worker responsibilities, such as career counseling, vocational counseling, personal counseling, testing, etc.
10. Attend a school board meeting.
11. Continue individual or small group assistance with lessons.
12. Arrange for Cooperating Teacher and University Supervisor to formally observe your implementation of first lesson plan (not the same lesson).
13. Collaborate with Cooperating Teacher about standards-based lesson plans and unit plan.
14. Determine possible students for two case studies.
15. Determine small group to monitor.
16. Determine timeline for teaching Unit Plan and when to video tape 2 required unit-related lessons.
17. Check out video equipment and *practice taping* before taping required lessons. Do not use cell phones or iPads; There is a variety of technical equipment available in the Carnegie Education Library (lower level of building).
18. Write reflections daily, then submit to University Supervisor on due date (also submit reflections to your ANGEL drop box).

Week 3

1. If learning centers were established in Week 2, the Teacher Candidate needs to determine that centers are efficient and effective. If necessary, centers are changed to meet student needs.
2. Add full complement of subject or classes to the teaching responsibilities.
3. Continue teaching with small group instruction, individual tutoring, and other supportive activities.
4. Arrange for videotaping of your first lesson plan for KPTP.
5. Write reflections daily, then submit to University Supervisor on due date (also submit reflections to your ANGEL drop box).

Week 4

1. Assume full teaching responsibilities, if possible.
2. Implement Unit Plan* ("unit of study").

3. Collaborate with Cooperating Teacher and University Supervisor about Construct Goals (Midterm evaluation).
4. Continue self-reflection on Construct Goals.
5. Write reflections daily, then submit to University Supervisor on due date (also submit reflections to your ANGEL drop box).

Week 5

1. Assume full teaching responsibilities*.
2. Arrange for Cooperating Teacher and University Supervisor to formally observe your implementation of second lesson plan (not the same lesson).
3. Arrange for videotaping the second lesson plan for KPTP.
4. Plan to observe other classrooms during last week of placement.
5. Make arrangements for administrative visit.
6. Write reflections daily, then submit to University Supervisor on due date (also submit reflections to your ANGEL drop box).

Week 6-7

1. Continue full teaching responsibilities.
2. Gather data from assessments, then analyze how/if student learning occurred and how that learning was impacted by your teaching.
3. Gather data for two case studies and small group.
4. Write reflections daily, then submit to University Supervisor on due date (also submit reflections to your ANGEL drop box).

Week 8

1. Transition teaching responsibilities back to the cooperating teacher.
2. Spend one half-day with the building or assistant principal to discuss hiring criteria, interviewing guidelines and job responsibilities.
3. Observe in other classrooms to compare educational experiences.
4. Write reflections daily, then submit to University Supervisor on due date (also submit reflections to your ANGEL drop box).
5. Finalize self-reflection on Construct Goals.
6. Collaborate with Cooperating Teacher and University Supervisor about Construct Goals (Final Evaluation/s).
7. Final Evaluations by Cooperating Teacher and University Supervisor submitted online and shared with Teacher Candidate.

Appendix D: This form is available at the following Wiki web address: <<http://reflective-educator.wikispaces.com/>>

Observation Feedback Form*

*Student Teaching Evaluation: Formal Instructional Observation**
ED 400—Understanding the Schools—Washburn University

Student Name: _____	Classroom Teacher: _____	
Teaching Date: _____	Grade Level: _____	School: _____
University Supervisor: _____	Lesson Topic: _____	
Number of Students (circle one): Small Group / Whole Class	Lesson provided (circle one): Yes / No	

[Add comments to each area as needed; circle descriptive terms]

Ratings: 4 = Advanced; 3 = Target; 2 = Developing; 1 = Unacceptable; 0 = Not seen

LESSON IMPLEMENTATION

Performance Rating: 4 3 2 1 0

Lesson Goal: Clear / Not obvious

Lesson Beginning: Introduction/ Motivational/ Engaging/ Captivates/ Begins inquiry/ Active learning/ Passive learning/ Questions only

Content taught: Detailed / In Depth / Overview / Limited / Sketchy

Lesson focus: Consistent / Inconsistent

Lesson flow: Sequential learning progress / Organized/ Beginning-Middle-Ending / Non-sequential / Confusing

Lesson pacing: Fast / Appropriate / Slow

Lesson activities: Authentic/ Meaningful/ Related to content/ Differentiation/ Craft only/ Not related to content taught

Lesson interactions: Asks lower level questions/ Asks higher level questions/ Provides prompts & cues/ Interacts with limited # students

Assessment: Checking for understanding / Questions / Formal / Informal / No assessment

Lesson Closure: Basic review / Active / Connects to real world / Questions only

MATERIALS

Performance Rating: 4 3 2 1 0

Lesson Materials: Age appropriate / Related to content / Wide variety / Limited variety

Types of Materials: Manipulatives / Visuals / Paper & Pencil / Non-linguistic representations

Technology Incorporated: Computer / Projector / Overhead / SmartBoard / Used by ST / Used by students / None used

Purposeful: Stimulates a variety of senses / Encourages Inquiry / Provides problem solving experiences / Not purposeful

Effectiveness of materials: Motivates on-task behavior / Promotes learning of concepts / Overused / Only used by ST

RELATIONSHIPS WITH STUDENTS

Performance Rating: 4 3 2 1 0

Behavior Management: Facilitates student participation / Facilitates student responsibility / Inconsistent efforts / Ineffective

Interpersonal Relationships: Appropriate interactions / Consistent / Monitors progress / Ignores behaviors / Frustrated

Rules & Procedures: Sets expectations / Gives reminders / Follows through / Consistent / Inconsistent / Relaxed expectations

PROFESSIONAL CHARACTERISTICS

Performance Rating: 4 3 2 1 0

Attire: Appropriate / Professional / Mature / Neat / Well-groomed

Oral & Written Language: Appropriate grammar/ Content-related terms / Slang overuse / Repetitive errors

Personality: Enthusiastic / Pleasant facial expressions / Makes eye contact / Sits all the time / Domineering / Submissive

Professionalism: Shows initiative / Prompt / Prepared to teach / Knowledgeable / Collaborates with faculty & peers / Organized / Displays professional conduct & attitudes at all times / Fails to integrate suggestions from Cooperating Teacher &/or Supervisor / Questions authority / Questions critiques from supervisors, faculty, &/or peers

Evaluator's Signature: _____

Student Signature: _____

Appendix E:

Guidelines for Observation Conferences

One of the most important experiences of the student teaching practicum is the observation conference between the Teacher Candidate, Cooperating Teacher, and University Supervisor. While giving feedback to Teacher Candidates about their lessons is an important aspect of these conferences, the main purpose of them is to help the Teacher Candidate become more reflective about their own teaching. Below is a list of items that may be useful to the participants in the conference that follows a given lesson. It is often helpful to ask the Teacher Candidate to reflect back on their lesson and share their assessment of it before the Cooperating Teacher or University Supervisor gives any direct feedback.

- 1) Preparation – Did the Teacher Candidate seem well prepared? Did their lesson plans seem adequate, given the needs of the lesson? Was their knowledge of the content sufficient? Were the necessary materials and/or equipment ready when needed?
- 2) Organization – Was the lesson clearly organized? Did it have an introduction, middle, and conclusion? Did the Teacher Candidate let the pupils know what was going to happen during a given lesson? Were their directions clear and concise? Did the lesson have some closure and/or transition to the next lesson(s)?
- 3) Techniques – Were the techniques used in the lesson effective (e.g., pupil activities, lecture, group discussion, demonstration, etc.)? Were any unusual or creative techniques used during the lesson? If so, what were the effects?
- 4) Atmosphere – Did the Teacher Candidate create an atmosphere conducive for learning? Did they have the pupil's attention when necessary? Did the lesson seem "over-controlled" or permissive?
- 5) Content – Was the content of the lesson interesting? Did it stimulate the pupils? Were there any unusual points brought out in the lesson? When appropriate, were different points of view discussed?
- 6) Materials – What materials were used during the lesson? Were they used effectively? Were they appropriate? Did they stimulate interest in the content, clarify a particular point(s), or evaluate what pupils have learned?
- 7) Rationale – Do they have a rationale for using some techniques instead of others? Are these decisions based upon sound educational principles? What is the underlying purpose for teaching in a given style and for teaching a given content?
- 8) Social Implications – Did the lesson reflect an acceptance and respect for different life-styles, beliefs, and ideas? Did the lesson demonstrate verbally or non-verbally inclusion of all learners?

Appendix F:

Guidelines for Writing Letters of Reference

References in a placement bureau set of credentials are an important element in obtaining a position in professional education. Although legislation has made references available for review, they are still used as the most reliable element in an initial assessment of the Teacher Candidate. They should be written thoughtfully, carefully and professionally.

The following information should be included in a letter of reference:

Paragraph 1 Setting: Include the name of the Teacher Candidate, grade level, name of school, location of school system, length of student teaching experience, and exact dates of the experience. It should also state your relationship to the Teacher Candidate.

Paragraph 2 Skills: Implementation of lesson plans. Concrete examples of lessons or units. Teacher Candidate's relationships with children, classroom management, skill in identifying and accommodating individual needs.

Paragraph 3 Personal Characteristics: Relationships with administrators, staff and peers. Conclude with a statement as to appropriate grade level(s) potential of the Teacher Candidate as a professional.

Please note in particular that no letter can possibly incorporate everything that might be said about a student; pick the highlights of strengths and needs, and emphasize these only.

Appendix G.1:

Record of Teacher Candidate Evaluation Activities (To be completed by the Cooperating Teacher: 8-week placement)

Teacher Candidate: _____ Cooperating Teacher (CT) _____

School: _____

DIRECTIONS:

- Date each activity/task when completed.
- Email completed documents to Dr. Salsbury at the following email address: <field.experiences@washburn.edu>
- Turn in completed Record of Teacher Candidate Evaluation Activities by last week of Teacher Candidate field experience placement. *The last day of placement is: _____.*

Evaluation Activity	Date
<i>Beginning Goal Setting and Tracking Sheet --Review with Teacher Candidate</i>	
<i>Professional Dispositions -- Review with Teacher Candidate (TC)</i>	
<u>Weekly Communication</u> –Email University Supervisor update on TC progress, questions, or concerns	
<u>Formal Observation #1(FO#1)**</u> --CT Observation of Lesson Plan 1 (as early as possible)	
<u>FO Conference #1</u> –CT meets with TC to provide feedback on formal observation (<i>use STE form; give copy to supervisor & TC then email copy to <field.experiences@washburn.edu></i>)	
<u>Unit Plan Collaboration Conference/s</u> --Discuss planning of Lessons & Unit Plan with Teacher Candidate (<i>multiple dates expected</i>)	
Midterm Conference: <i>Goal Setting and Tracking Form</i> –TC should submit to ANGEL drop box	
<i>TC Summary Evaluation form & Professional Dispositions Form</i> (Midterm ratings)—CT completes both forms online.	
<u>FO #2**</u> —CT Observation of Lesson Plan (may be video taped for KPTP Reflection #1 or #2)	
<u>FO Conference #2</u> –CT meets with TC to provide feedback on formal observation (<i>use STE form; give copy to supervisor & TC then email copy to <field.experiences@washburn.edu></i>)	
Final Conference: <i>Goal Setting and Tracking Form</i> —TC should submit to ANGEL drop box	
<i>TC Summary Evaluation form & Professional Dispositions Form</i> (Final ratings)—CT completes both forms online	
“Demographics Survey” (online) –Information for Washburn Education Department	
Kansas Teacher of the Year Team Presentation—Tuesday, 2/12/2013, Union, Washburn A @ 4:30-6:30pm	
Student Teacher Tea—Wednesday, 5/1/2013, Washburn Union, Washburn A @ 4:30-6:30pm (FYI— <i>You are welcome to expand this table if you want to record more of the tasks you included to evaluate the TC formally or informally.</i>)	

**Teacher Candidate is required to submit a full Lesson Plan to the formal observer (CT or US) at least 2 days before a lesson is formally observed. If the Lesson Plan is complete in its entirety then it will be assumed the Teacher Candidate is not prepared to teach, and the formal observation must be rescheduled.

Appendix G.2:

Record of Teacher Candidate Evaluation Activities (To be completed by the Cooperating Teacher: 16-week placement)

Teacher Candidate: _____ Cooperating Teacher (CT) _____

School: _____

DIRECTIONS:

- Date each activity/task when completed.
- Email completed documents to Dr. Salsbury at the following email address: <field.experiences@washburn.edu>
- Turn in completed Record of Teacher Candidate Evaluation Activities by last week of Teacher Candidate field experience placement. *The last day of placement is:* _____.

Evaluation Activity	Date
<i>Beginning Goal Setting and Tracking Sheet</i> --Review with Teacher Candidate	
<i>Professional Dispositions</i> -- Review with Teacher Candidate (TC)	
<u>Weekly Communication</u> --Email University Supervisor update on TC progress, questions, or concerns	
<u>Formal Observation #1(FO#1)**</u> --CT Observation of Lesson Plan 1 (as early as possible)	
<u>FO Conference #1</u> --CT meets with TC to provide feedback on formal observation (<i>use STE form; give copy to supervisor & TC then email copy to <field.experiences@washburn.edu></i>)	
<u>Unit Plan Collaboration Conference/s</u> --Discuss planning of Lessons & Unit Plan with Teacher Candidate (<i>multiple dates expected</i>)	
<u>FO #2**</u> —CT Observation of Lesson Plan 2 (may be video taped for KPTP Reflection #1)	
<u>FO Conference #2</u> --CT meets with TC to provide feedback on formal observation (<i>use STE form; give copy to supervisor & TC then email copy to <field.experiences@washburn.edu></i>)	
Midterm Conference: <i>Goal Setting and Tracking Form</i> --TC should submit to ANGEL drop box	
<i>TC Summary Evaluation form & Professional Dispositions Form</i> (Midterm ratings)—CT completes both forms online.	
<u>FO #3**</u> —CT Observation of Lesson Plan 3 (may be video taped for KPTP Reflection #2)	
<u>FO Conference #3</u> --CT meets with TC to provide feedback on formal observation (<i>use STE form; give copy to supervisor & TC then email copy to <field.experiences@washburn.edu></i>)	
<u>FO #4**</u> —CT Observation of Lesson Plan 4	
<u>FO Conference #4</u> --CT meets with TC to provide feedback on formal observation (<i>use STE form; give copy to supervisor & TC then email copy to <field.experiences@washburn.edu></i>)	
Final Conference: <i>Goal Setting and Tracking Form</i> —TC should submit to ANGEL drop box	
<i>TC Summary Evaluation form & Professional Dispositions Form</i> (Final ratings)—CT completes both forms online	
"Demographics Survey" (online) --Information for Washburn Education Department	

Kansas Teacher of the Year Team Presentation—Tuesday, 2/12/2013, Union, Washburn A @ 4:30-6:30pm	
Student Teacher Tea—Wednesday, 5/1/2013, Washburn Union, Washburn A @ 4:30-6:30pm	
<i>(FYI— You are welcome to expand this table if you want to record more of the tasks you included to evaluate the TC formally or informally.</i>	

**Teacher Candidate is required to submit a full Lesson Plan to the formal observer (CT or US) at least 2 days before a lesson is formally observed. If the Lesson Plan is complete in its entirety then it will be assumed the Teacher Candidate is not prepared to teach, and the formal observation must be rescheduled.

Appendix G.3:

Record of Teacher Candidate Evaluation Activities

(To be completed by the University Supervisor)

Teacher Candidate: _____

University Supervisor _____

School(s): _____

Placement: 8-week placement

DIRECTIONS:

- Date each activity/task when completed.
- Email completed documents to Dr. Salsbury at the following email address: <field.experiences@washburn.edu>
- Turn in completed Record of Student Teacher Evaluation Activities by last week of a student teacher field experience. The last day of the student teaching placement is _____

Activity	Date
<i>Beginning Goal Setting and Tracking Sheet</i> --Review with Teacher Candidate	
<i>Professional Dispositions</i> -- Review with Teacher Candidate (TC)	
<i>Weekly Reflections</i> --Set expectations & dates for TC to complete reflective journals each week [begin week of January 7, 2013]; TC submits reflections to US via email & to ED 400 instructor via ANGEL drop box.	
<u>Responses to Weekly Reflections</u>	
<u>Weekly Communication</u> --Check that CT emails updates to US about TC progress, questions, or Concerns; Forward weekly emails to <field.experiences@washburn.edu>	
<u>Responses to CT Weekly Communications</u>	
<u>Formal Observation #1(FO#1)**</u> --US Observation of Lesson Plan 1 (as early as possible)	
<u>FO Conference #1</u> --US meets with TC to provide feedback on formal observation (<i>use STE form</i>); Give copy to CT & TC then email copy to <field.experiences@washburn.edu>	
KPTP Video #1—Check that TC is organized to video tape!	
<u>Unit Plan Collaboration Conference/s</u> --Check that CT & TC discuss planning of Lessons & Unit Plan	
Midterm Conference: <i>Goal Setting and Tracking Form</i> --TC should submit to ED 400 Instructor	
<u>Formal Observation #2 (FO #2)**</u> --US Observation of Lesson Plan 2	
<u>FO Conference #2</u> --US meets with TC to provide feedback on formal observation (<i>use STE form</i>); Give copy to CT & TC then email copy to <field.experiences@washburn.edu>	
KPTP Video #2—Check that TC is organized to video tape	
Final Conference with TC & CT: <i>Goal Setting and Tracking Form</i> —TC should submit to ANGEL drop box	
<i>TC Summary Evaluation form & Professional Dispositions Form</i> (Final ratings)—US completes both	

forms online	
Cooperating Teacher Meeting (1/9/2013)	
Seminar 1: Small Group	
Seminar 2: Small Group	
Seminar 3: Small Group	
Seminar 4: Small Group	
Supervisor Meetings (Dates: 1/11/2013; 2/ ; 3/ ; 4/26/2013)	
Student Teacher Tea	
<i>(FYI— You are welcome to expand this table if you want to record more of the tasks you included to evaluate the TC formally or informally.</i>	

**Teacher Candidate is required to submit a full Lesson Plan to the formal observer (CT or US) at least 2 days before a lesson is formally observed. If the Lesson Plan is complete in its entirety then it will be assumed the Teacher Candidate is not prepared to teach, and the formal observation must be rescheduled.

Appendix G.4:

Record of Teacher Candidate Evaluation Activities

(To be completed by the University Supervisor)

Teacher Candidate: _____

University Supervisor _____

School(s): _____

Placement: 16-week placement

DIRECTIONS:

- Date each activity/task when completed.
- Email completed documents to Dr. Salsbury at the following email address: <field.experiences@washburn.edu>
- Turn in completed Record of Student Teacher Evaluation Activities by last week of a student teacher field experience. The last day of the student teaching placement is _____

Activity	Date
<i>Beginning Goal Setting and Tracking Sheet</i> --Review with Teacher Candidate	
<i>Professional Dispositions</i> -- Review with Teacher Candidate (TC)	
<i>Weekly Reflections</i> --Set expectations & dates for TC to complete reflective journals each week [begin week of January 7, 2013]; TC submits reflections to US via email & to ED 400 instructor via ANGEL drop box.	
<u>Responses to Weekly Reflections</u>	
<u>Weekly Communication</u> --Check that CT emails updates to US about TC progress, questions, or Concerns; Forward weekly emails to <field.experiences@washburn.edu>	
<u>Responses to CT Weekly Communications</u>	
<u>Formal Observation #1(FO#1)**</u> --US Observation of Lesson Plan 1 (as early as possible)	
<u>FO Conference #1</u> --US meets with TC to provide feedback on formal observation (<i>use STE form</i>); Give copy to CT & TC then email copy to <field.experiences@washburn.edu>	
KPTP Video #1—Check that TC is organized to video tape!	
<u>Unit Plan Collaboration Conference/s</u> --Check that CT & TC discuss planning of Lessons & Unit Plan	
<u>Formal Observation #2 (FO #2)**</u> --US Observation of Lesson Plan 2 (may be video taped for KPTP Reflection #2)	
<u>FO Conference #2</u> --US meets with TC to provide feedback on formal observation (<i>use STE form</i>); Give copy to CT & TC then email copy to <field.experiences@washburn.edu>	
Midterm Conference: <i>Goal Setting and Tracking Form</i> --TC should submit to ANGEL drop box	
<i>TC Summary Evaluation form & Professional Dispositions Form</i> (Midterm ratings)—CT completes both forms online.	
<u>FO #3**</u> —US Observation of Lesson Plan 3 (may be video taped for KPTP Reflection #2)	
<u>FO Conference #3</u> --US meets with TC to provide feedback on formal observation (<i>use STE form</i> ;	

<i>give copy to CT & TC then email copy to <field.experiences@washburn.edu>)</i>	
FO #4**—US Observation of Lesson Plan 4	
FO Conference #4 –US meets with TC to provide feedback on formal observation (<i>use STE form; give copy to CT & TC then email copy to <field.experiences@washburn.edu>)</i>	
Final Conference with TC & CT: <i>Goal Setting and Tracking Form</i> —TC should submit to ANGEL drop box	
<i>TC Summary Evaluation form & Professional Dispositions Form</i> (Final ratings)—US completes both forms online	
Cooperating Teacher Meeting (1/9/2013)	
Seminar 1: Small Group	
Seminar 2: Small Group	
Seminar 3: Small Group	
Seminar 4: Small Group	
Supervisor Meetings (Dates: 1/11/2013; 2/ ; 3/ ; 4/26/2013)	
Student Teacher Tea	
<i>(FYI— You are welcome to expand this table if you want to record more of the tasks you included to evaluate the TC formally or informally.</i>	

**Teacher Candidate is required to submit a full Lesson Plan to the formal observer (CT or US) at least 2 days before a lesson is formally observed. If the Lesson Plan is complete in its entirety then it will be assumed the Teacher Candidate is not prepared to teach, and the formal observation must be rescheduled.

Appendix H.1:

Student Teaching Block & ED 400– Understanding the Schools Course Schedules & Important Dates (tentative) Morgan Hall #270, 4:30-6:30PM Spring 2013

Week of January 2—Begin Student Teaching Placements (Check dates on your school's website and contact classroom teacher!) Example dates below:

Monday, January 7*—Seminar #1 (Morgan Hall #270)..... Bring laptops to seminars (if you have one)!

- 'Classroom Management Moment' [CMM]
- ED 400 Syllabus & ST Syllabus: Expectations
- Daily & Longitudinal Planning (templates)
- KPTP basics
- Small groups meet (6-6:30pm with University Supervisors or as arranged)

ASSIGNMENTS:

1. **TB test results & KBI background check** to Washburn ED Department this week!!
2. **PIP** (include headshot photo of yourself in the classroom); Submit to *your* drop box in ANGEL "Lessons"—Due January 27!!

Wednesday, January 9—Cooperating Teacher Meeting (Location to be Announced through email)... 4:30-6:00pm

Monday, January 28—Seminar #2 (Morgan Hall #270).....

- CMM—
- Speaker: Royce Kitts (YouTube videos)—4:45-5:15pm
- KPTP information & practice

ASSIGNMENTS:

1. **Set up YouTube account**; Send **practice video** clip via YouTube account to ED 400 Instructor—Due March 3 by midnight!
2. **KPTP Video/s (2)** submitted to ED 400 Instructor—Due by March 18 by midnight!

Monday, February 4*—Seminar #3 (Morgan Hall #270).....

- CMM—
- Speaker: James Barraclough, WU Career Services (Cover Letters & Resumes)—4:45-6:00
- Small groups meet (6-6:30pm with University Supervisors or as arranged)

ASSIGNMENTS:

1. Revise your **Cover Letter & Resume**; Submit to *your* drop box in ANGEL "Lessons"—DUE February 17!!

Tuesday, February 12 (hold date)—Washburn A—Kansas Teacher of the Year Team Presentation [*Counts as Seminar #4*]

- Special Event, 4:30-6:00pm
- State Visitors

Monday, February 18—Seminar #5 (Morgan Hall #270)

- CMM—
- Lesson Planning, Unit Planning, & the KPTP
- Speaker: James B., (Interview Skills), WU Career Services

ASSIGNMENTS:

1. *Check which assignments are due & when!!*
2. Prepare for **Education Interview Day!**

Friday, March 1—End of Student Teacher Placement #1

~~~~~

Monday, March 4—Begin Student Teacher Placement #2

**Monday, March 4\***—Seminar #6 (Morgan Hall #270) .....

- CMM—
- KPTP practice & hints [TBA\*\*]
- Small groups meet (6-6:30pm with University Supervisors or as arranged)

ASSIGNMENTS:

1. *Check which assignments are due & when!!*

**Wednesday, March 13—Education Interview Day (Memorial Union, 8:00am to 4:00pm)**

*March 18–March 24 —Spring Break--No Washburn University classes!! →YOUR Spring Break coincides with your Cooperating Teacher!!*

**Monday, March 25**—Seminar #7 (Morgan Hall #270) .....

- CMM—
- KPTP checklist and reminders
- TBA\*\*

**Sunday, March 31—KPTP due to your drop box in ANGEL "Lessons" by midnight!!**



**Monday, April 1\***—Seminar #8 (Morgan Hall #270—bring your laptop to seminar!!) ..... **DUE: KPTP turned in during seminar on flashdrive!!**  
(due to instructor before leaving seminar!)

- CMM—
- Sharing YouTube videos (10 minutes each ST) & video mini-evaluations
- Small groups meet (6-6:30pm with University Supervisors or as arranged)

Friday, April 26—Last day of Student Teacher Teaching!!

**Monday, April 29**--Seminar #9 Last seminar session (Morgan #270—bring your laptop to seminar!!)..... We share this session with Dr. Rettig & Dr. Hunt!

- Speaker: Tara Porter (Licensure issues!)
- Group Photo/Individual Photos (by DESalsbury)
- Surveys & Evaluations
- Other TBA

**Wednesday, May 1**—~~Student Teacher Tea~~ (Memorial Union—Washburn A)  
4:30-6:30—**You and your guests are invited to attend!!**

## Appendix H.2:

### ED 400– Understanding the Schools SYLLABUS Spring 2013

Washburn University  
Department of Education

#### Instructor Information:

Denise E. Salsbury, Ph.D.

CA 205

Campus Phone: 785-670-1473

Cell #: Will be given during an ED 400 seminar session

Email: [denise.salsbury@washburn.edu](mailto:denise.salsbury@washburn.edu)

Office hours: A half hour before/after class sessions and by appointment.

#### Materials (required):

1. Handbook: Washburn University Department of Education. (2013). *The Student Teacher Handbook*. Topeka, KS: Washburn University. [Find electronic copy online under ED 400 in WU Angel Program under “Lessons”]
2. Access to ANGEL through the Washburn server. Use your email account through Washburn ANGEL to communicate with Dr. Salsbury and turn in assignments.
3. Alternative email account: Send photographs, non-assignment information to [field.experiences@washburn.edu](mailto:field.experiences@washburn.edu)
4. Dr. Salsbury email account: Send questions that require an immediate response to this email account <[denise.salsbury@washburn.edu](mailto:denise.salsbury@washburn.edu)>

#### Course Catalogue Description:

This course is taught in conjunction with student teaching, and is designed to assist students in synthesizing their concept of schools, as well as maximize their student teaching by reflecting on their school experiences.

#### Course Objectives: Teacher Candidates will...

1. Initiate and complete all assessments necessary for obtaining licensure and finalizing “highly qualified teacher” expectations (e.g., University ETS, content area tests & Praxis).
2. Become better informed regarding the basic educational programs and current curriculum available in schools.
3. Examine ways to deliver instruction that may include technology, be effective with diverse learners, *and provide evidence of learning*.
4. Demonstrate the concepts of multicultural education and its implications for better education for diverse learning needs, allowing student teachers to recognize the value of cultural and social influences on learning.
5. Become aware of the interpersonal dynamics of the school.
6. Demonstrate growth as an educator by achieving target and/or advanced professional dispositional skills.
7. Become knowledgeable and competent concerning the understanding and skills needed for securing a teaching position (e.g., interviewing, writing cover letters, writing resumes).
8. Gain skills in becoming a reflective teacher (e.g., completing the KPTP with score of 21 or higher out of 30).

#### Diversity Proficiencies:

The WU Department of Education promotes consideration of diversity in all aspects of teaching as suggested by Bank’s *Model of Multicultural Education*:

- 1 = Knowledge Construction-understand that implicit cultural assumptions within a discipline influence the ways that knowledge is constructed within.
- 2 = Content Integration-include examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in subject matter.
- 3 = Prejudice Reduction-aware of the possibilities for modifying offensive racial attitudes through education.
- 4 = Equitable Pedagogy-understand the need for matching teaching styles to students’ learning styles in order to facilitate academic achievement of students from diverse racial, cultural, and social class backgrounds.
- 5 = Empowering School Culture-understand the importance of examining group and labeling practices, sports participation and other school activities, and interaction of staff and students across ethnic and racial lines as a means for creating a school culture that empowers students from all groups.

### Course Purpose: DIMENSIONS OF REFLECTION

The WU Department of Education established professional goals to educate **Reflective Educators**. This course supports development of reflective Educators through authentic field experiences and seminar sessions that allow students to engage in:

- **Reflection on self as an emerging, developing, and maturing professional**—through course readings, discussions, writings, and assignments that provide opportunities for students to explore and challenge beliefs held about teaching and learning as well as the merit of these beliefs in current teaching situations.
- **Reflection on the context of teaching and learning**—by observing peers teaching lessons and the instructor/classroom teacher modeling instructional best practice and behavior management approaches to promote increased academic learning by children within a variety of contexts.
- **Reflection on student differences**—through class readings, assignments, and discussions provide opportunities for students to examine the developmental, social, and cultural characteristics that students bring to school.
- **Reflection on methods and materials**—through class discussions, readings, assignments, and field experiences provide students opportunities to become aware of and reflect on a variety of instructional strategies and materials that are the basis for pedagogical decisions that correspond to various teaching contexts to meet the needs of the learner.
- **Reflection on assessment as a process of change**—through assignments, class discussions, and observations provide opportunities for students to explore the benefits of various assessment models and when they can be utilized to effectively as a process to aid children's learning and determine the impact of assessment on modifying instruction to meet the learning and performance needs of the learner.

### Course Requirements:

*Completion of all assignments* mentioned in syllabus as well as additional requirements and interactions with Cooperating Teacher/s, University Supervisor/s [US], and ED 400 Course Instructor is expected for receiving a "C" or better letter grade in the course. As part of these expectations, you must pass the KPTP by receiving a score of 21(or higher) out of 30, and you must receive ratings of 'target' and/or 'advanced' in the final evaluations (*Summary Rating Evaluation & Dispositions Evaluation*). Specific assignments are listed below:

|                                                                                                        |     |
|--------------------------------------------------------------------------------------------------------|-----|
| →Attendance (in-class sessions, small group meetings w/supervisor,) and                                |     |
| Participation (in-class assignments, updated professional documents & extra events TBA+)               | 15% |
| →Weekly Reflections (Daily/weekly journals, logs, goals & any other University Supervisor assignments) | 15% |
| →Goal Setting and Tracking Check (3 times per placement)                                               | 10% |
| →Resume and Cover Letter (revisions)                                                                   | 10% |
| → Diversity Research Paper (in-class)                                                                  | 10% |
| → Unit Plan (& all Lesson Plans from formal observations)                                              | 15% |
| →KPTP: Student Teaching Portfolio Evaluation (& 2 Video taped lesson plans)                            | 25% |

### **Attendance & Participation: (15%)**

Attendance in ED 400 seminars is separate from attendance in the student teaching field experience.

#### ATTENDANCE--

- *In-Class Sessions:* Points are awarded for attendance as well as participation *in each class session*. It is assumed that if you are in attendance you will participate in class session discussions and activities; *this includes the first class session though it is held before the WU semester begins*. Since there are only nine (9-10) seminar sessions, attendance is an important element of the course. You are *only allowed one (1) excused absence* from ED 400 seminars (& or small group) and must provide official documentation to the ED 400 instructor from a physician or other source as evidence of the absence.
- If you must be absent due to an emergency or illness, provide professional documentation to the ED 400 Instructor for those absences to be excused; if there are any unexcused absences your ED 400 course grade may be deducted percentages, depending on the reasons for absences. ***For this reason it is critical you communicate with the ED 400 instructor regarding any absences whether from the course seminars or the student teaching field experience.*** Your University Supervisor will also provide information on absences to the ED 400 course instructor.

There may be extra meetings to attend throughout the semester which you are required to attend; check the ED 400 Course Schedule. For example, you are expected to attend the *Kansas Teacher of the Year Team Presentation* in February+ and complete the *University ETS testing+*, if eligible. If there are any questions

about the ED 400 course attendance policy, set a conference with the ED 400 Instructor. Assignments completed during seminar sessions may not be made up for any reason.

- *Small Group Sessions:* Additional points are awarded for attending small group sessions with University Supervisors, who report attendance to the ED 400 Instructor. Most small group sessions are held once a month before or immediately following an ED 400 seminar from 6:00-6:30pm.
- *Student Teaching Field Experience:* Refer to *The Student Teacher Handbook*, for information about field experience absences, which states:

“As practice for the teaching profession, the Student Teacher is allowed **one (1) unexcused absence** during the student teaching field experience. If the Student Teacher has more than two absences during the student teaching experience those extra days must be made up at the end of the semester. When extra days must be allotted into the placements, a juggling of placement dates must occur with the help of the Director of Student Field Experience. —Make-up time will be mutually agreeable and determined by collaboration between the Cooperating Teacher, Student Teacher, and Director of Student Field Experiences.”

(*The Student Teacher Handbook*, 2013, p. 24\*)

Provide, if updates are necessary, current copies of the following documents: (1) an updated TB test results, (2) physical examination [if required by school district], (3) CPR training, (4) KBI background check, & (5) view Mid-term & Final Evaluations from CT & US by the end of your student teaching placement (set a conference any time with ED 400 Instructor to view evaluations). FYI--You may need to provide informal transcripts during the Education Interview Day or to your school district upon request. TB test results should be current (within 2 years by the end of your student teaching semester).

#### PARTICIPATION—

- *In-Class Sessions:* Points are awards for participation as well as attendance *in each class session*. It is assumed that if you will participate in class session discussions and activities when you are in seminars; *this includes the first class session though it is held before the WU semester begins*. Since there are only nine (9-10) seminar sessions, consistent participation is an important element of the course. **If you are absent from an ED 400 seminar session, you will not be permitted to make up the in-class assignments even if the absence is excused.** Remember: You are *only allowed one (1) excused absence* from ED 400 seminars (& or small group) and must provide official documentation to the ED 400 instructor from a physician or other source as evidence of the absence.
- *You are expected to respond to email and phone messages promptly* whether they are from the ED 400/405 Instructors, University Supervisor, Cooperating Teacher, or other professionals. Take time to ensure your phone message is appropriate for professionals to hear, that your Facebook (or other social network) account is professionally presented, and that any other communications that professionals will view or hear is appropriate and professional. Inappropriate messages and communications cause prospective teachers to miss opportunities for job positions!!
- Assignments completed during class sessions are to promote your growth as an educator by learning additional teaching strategies and classroom management techniques related to your student teaching experience. Some assignments completed outside seminars may be considered participation if they relate to preparation/practice for completing the KPTP (i.e., video clips, digital photographs).
- A segment of each seminar will be devoted to a classroom management topic to provide additional information and resources to reinforce what you are learning in ED 405.
- Speakers will visit the ED 400 seminars throughout the semester to provide you valuable information. You are encouraged to ask appropriate questions that pertain to the presentation topics.
- **It is expected that your behavior at all times will exhibit professional dispositions through your conduct and attitudes.** You will be self-evaluating your dispositions during ED 400 seminars throughout the semester. Your University Supervisor and Cooperating Teacher will also monitor your dispositions throughout each placement, and you must receive a rating of ‘target’ and/or ‘advanced’ to receive a “C” or better letter grade in ED 400.

## Professional Conduct Dispositions

The Teacher Candidate:

1. is inner directed, reflective, and optimistic about the influence of education on all students.
2. views himself/herself as both a teacher and a learner and seeks to enhance his/her own professional development.
3. is accepting of diversity among people and makes decisions and adaptations that reflect a commitment to fairness and educational equity among students, including those with exceptionalities.
4. supports policies and practices that promote student safety, development and welfare.
5. is punctual, reliable, and well prepared and willingly assumes responsibilities for duties and assignments.
6. is consistently honest, respects and follows established policies and procedures, and maintains an integrity that reflects positively on the teaching profession.
7. demonstrates maturity and effective interpersonal skills and accepts constructive criticism in a positive manner.
8. communicates (both verbally and nonverbally) with students, parents, colleagues, and authority figures in ways appropriate for the teaching and learning context.
9. values collaboration within the profession and is respectful of, and works collaboratively with families, colleagues, community, and/or authority figures.
10. exhibits an appropriate professional appearance, including good grooming and proper attire, when representing Washburn University.

### Weekly Reflections: (15%) [assigned by University Supervisors]

University Supervisors (US) expect Student Teachers to reflect daily on a weekly basis on field experiences. Criteria and modes of the reflections will be provided by your University Supervisor. You will be required to submit *the weekly reflections on a form* electronically to your supervisor's email account and to a drop box in ANGEL. Due days and times for submitting reflections will be determined by the US. The daily reflections will be read by the US who will provide feedback to you and by the ED 400 Instructor; no one else will have access to your field experience reflections. Points will be awarded to journals by the US or the ED 400 Instructor as to whether or not journals are submitted on time each week.

- Part I: A *weekly journal of reflections* describing each day of his/her student teaching experience. In this journal, Teacher Candidates may address problems or concerns that they would like some feedback on, or share some insight into themselves, children, or the educational process. Only the Teacher Candidate, University Supervisor, and ED 400 Instructor will have access to these reflections.
- Part II: A *communication log* of explaining contacts the Teacher Candidate may have with other individuals besides the Cooperating Teacher. In the Log information should be recorded of any communications with various people in or outside the school building when gathering resources and information for planning or managing the classroom. Examples of 'other individuals' include other faculty members, clerical staff, librarian, and custodian in the school building and you could contact people from the community to speak on special topics in the classroom. During the days of planning and implementing Unit Plan, focus log entries on those communications so you can refer to them later for the KPTP.
- Part III: *Goal* reviews are a part of the weekly reflections. The Teacher Candidate includes a reflective summary of how projected *goals* were met (or not met) during the week. These reflective summaries should relate to self-perceptions of how they are evolving as an educational professional in regards to each of the four Constructs.

At the end of each week, Teacher Candidate reflections/ journals should be turned in to their University Supervisor through e-mail and to the ED 400 Instructor via an ANGEL drop box that is labeled with your name on it. **Turn in your reflective journals to the ANGEL drop box on the same day you send them to your University Supervisor.**

Whenever possible, you are expected to include elements of *Dimensions of Reflection* in your journal entries since the dimensions include professional terms you should learn. Remember the Washburn Department of Education established professional goals to educate reflective educators during ED 150, and you will need skills in reflection once you have your own classroom to meet district and state expectations. To help you practice reflective skills, it is recommended that you include elements of *Dimensions of Reflection* and *Banks Multicultural Characteristics* in your journal entries. This course supports development of reflective educators through authentic field experiences and seminar session such as student teaching. (See *Dimensions of Reflection* list on the second page of this syllabus.)



### **Goal Setting and Tracking Check: (10%)**

The purpose of this activity is to give you an opportunity to set goals for the authentic student teaching experience then work towards meeting the goals based on four Constructs used for the assessment and evaluation of your student teaching experience. Constructs will be explained further during ED 400 seminars.

If you have two student teaching placements, then you have the option of changing the four goals for the second placement or continuing with your original goals. If you plan to change the goals at the beginning of the second placement, remember to explain and provide evidence of how you met the four goals during the first placement. If you only have one placement during the semester, you may change goals if the goals no longer apply to the placement or it has been recommended by your Cooperating Teacher and University Supervisor that you revise your goals during the placement. *A template for goal setting and tracking will be provided for you from the ED 400 Instructor.*

The goal setting and tracking process is a journey throughout your student teaching experience. At the beginning of **each** placement you will set the four goals (one per construct), then meet with your University Supervisor and Cooperating Teacher to discuss how each goal will be met, when it will be met, and describe expected outcomes from meeting the goals. *As a mid-term self-assessment*, you will revisit the four goals to reflect on any progress made towards the identified goals. As you did before, plan to collaborate with your University Supervisor and Cooperating Teacher as to how you are meeting the identified goals, what evidence has been gathered, and the results of meeting the goals. If a goal has been met or should be revised, then new goals could be established at this time. *At the end of a placement* it is expected you will reflect on how the four goals were or were not met. You are expected to explain how the expected outcomes of meeting the goals (or not meeting them) could relate to your future teaching experiences and describe what changes you should make to meet the goals in the future. It is equally important for you to consider the impact of your identified goals on the learning made by students in your classroom. Plan to share your final reflection on meeting your goals with your Cooperating Teacher and University Supervisor at the end of each student teaching placement/s. **Submit the final goals' reflection to your drop box in ANGEL.** Label your document as: <lastnamefirstinitial—FinalGoals.docx>

➔ Goals for completing the Praxis and content area assessments may be set, if they will be completed during the semester.

### **Resume & Cover Letter: (10%)**

Over the semester your resume should be updated to show current educational experiences and current activities. In-class speakers from the WU Career Services and the Washburn Education Department will review criteria for writing *a professional resume and cover letter*. As the resume is revised, a new (generic) *cover letter* should be created to show your growth as a professional educator. More details will be provided in class sessions about writing a cover letter and updating a resume. Final drafts of the resume and cover letter should be posted in the ANGEL system for a grade; the due date will be announced during an ED 400 seminar.

Additional information about the interview process to prepare you for the Education Interview Day (See ED 400 Course Schedule for date!) will be presented in class sessions from a WU Career Services representative. Other information about interviewing will be provided by the US and ED 400 Instructor throughout the semester.

### **Diversity Research Paper: (10%)**

*In-class writing.* Choose a topic on diversity that applies to your student teaching placement. You will be expected to gather and evaluate data during implementation of your Unit Plan that will pertain to this assignment. Plan to share information about your topic during that ED 400 seminar. More information about the in-class assignment will be given during ED 400 seminar sessions. Bring your laptop to class, if you have one.

### **Unit Plan (& Lesson Plans): (15%)**

This assignment is in three (3) parts:

1. Provide an 8-day Unit Plan on a grade-level appropriate topic; the Unit Plan should be standards-based and follow guidelines *from the outline template provided by the ED 400 Instructor*, as well as the curricular content and standards recommended by the Cooperating Teacher and school district. *The Unit Plan will not be turned in with the KPTP, instead submit it to your ANGEL drop box; label document appropriately as <yourlastnamefirstinitial—KPTP-Unit Plan.docx (or .pdf)>*

#### Unit Plan Outline template:

To complete the Unit Plan, you must first collaborate with your Cooperating Teacher, then write an 8-day Unit Plan which you are expected to teach during the first eight weeks of your student teaching field experience. All Teacher Candidates are required to use the *Unit Plan Outline* template provided to sequence the instructional ideas and

activities. Refer to the sample unit plan attached to the template for guidance when developing the unit; both the Unit Plan Outline template and sample lesson plan can be found in *The Student Teaching Handbook* posted in “Lessons” in ANGEL. The process of writing this unit plan will be reviewed during seminar session/s.

2. Provide 2-4 Lesson Plans for the formal observations to be conducted by your Cooperating Teacher and University Supervisor (2 lessons will be observed by the CT and 2 by the US per 8-week placement). Both the CT and US should observe a minimum of 2 lessons per placement, then provide you feedback on the implementation of the lesson/s. Your CT should not formally observe the lesson plan observed formally by your US, and visa versa.

*A Lesson Plan Outline template will be provided to you by the ED 400 Instructor.* Each time there is scheduled a formal observation Student Teachers are expected to provide a complete Lesson Plan to the CT and US at least 2 days before teaching the lesson. If a complete Lesson Plan, using the Lesson Plan Outline, is not submitted to the CT or US at least 2 days before implementing the lesson, then the formal observation must be rescheduled. Neither the CT nor US should be expected to view a ST attempt to teach a lesson which has not be preplanned ahead of the scheduled time.

3. Provide 2 Lesson Plans of the video clips\*\* (see requirements in KPTP descriptions) showing you providing instruction of a lesson. If your CT or US observes one of the video-taped lesson plans (see #2), then you do not need to provide an extra plan. It is appropriate to have at least two of your unit lesson plans overlap assignments for #2 and #3. Additional information about the number of lesson plans to turn in will be discussed during ED 400 seminars.

#### **KPTP: (25%)**

The purpose of the *Kansas Performance Teaching Portfolio (KPTP)* is to document the learning and development of teacher candidates through an organized and thoughtful presentation (i.e., portfolio) of a work sample. This work sample demonstrates the Teacher Candidate’s ability to plan and to implement learning opportunities for students (at specific levels and in subject areas), and then assess this learning as a *means for evaluating the effectiveness of their teaching on student learning*.

You are required to submit your completed KPTP using two methods. **First**, submit your KPTP document to your ANGEL drop box; label the document appropriately as <yourlastnameinitial—KPTP—WU.pdf>. The due date for this submission is on a Sunday before a seminar session. Check the ED 400 Course Schedule for the due date. **Secondly**, save your KPTP to a flash drive provided by the Washburn Education Department; you will turn in the flash drive to the ED 400 instructor during an ED 400 seminar (see ED 400 Course Schedule for due dates). Label the PDF document on your flash drive as you did for the drop box.

More information about the KPTP requirements and expectations will be provided during class sessions throughout the semester. Until that time check out KPTP information available on the Kansas Department of Education [KSDE] website: <<http://www.ksde.org>> then “Search” for KPTP.

Certain tasks in the KPTP require you to gather information from your student teaching experiences in an authentic classroom. While you should not include names of locations or of people, you will be required to provide extensive evidence of learning that occurred through instruction of your Unit Plan. A list of some of the expectations includes the following:

#### A. Assessments—

1. Develop and implement pre- and post- assessments of the Unit Plan curriculum.
2. Gather data from each assessment, then organize, analyze, and utilize the evaluative information to explain rationales for providing instruction, choosing instructional strategies, adapting materials, etc. to help students learn the content taught during your Unit Plan.

#### B. Video Clips (2)\*\*—

1. You are expected to provide two video clips as an electronic record of your instruction to share in ED 400 seminar with your peers and the ED 400 Instructor. These video clips should be downloaded to a secure *UTube* website on the WU server; more information will be provided in the semester. Requirements for the KPTP stress that you reflect on these two complete lesson plans that have been videotaped, then those video clips should be made available to faculty for viewing. Criteria for material recorded in the video will be provided during a seminar session later in the semester.
2. Plan to share your Video Clip on your laptop in one of the last ED 400 seminar sessions in Morgan Hall. (TBA)

➔The main goal of this assignment is to gather information for the KPTP. This is also an opportunity for you to demonstrate your skills as a reflective educator and utilize technology skills when creating a video; if you believe you have limited technology skills, contact your ED 400 Instructor today...&/or begin dialoguing with your school technology guru!! Remember there are video cameras available through the CRC in the basement of Carnegie!!

C. KPTP Appendix—

1. To support the information you present in the KPTP, turn in the following evidence:
  - a. two (2) entire lesson plans from any day of the unit (these **must** be the 2 videotaped lessons) ,
  - b. a copy of the pre- & post-test assessment/s you used to assess student knowledge and learning, and
  - c. any other documents you have as evidence of student learning. ...[continued on page 7 of Syllabus]
2. To support the pre- & post-test data, you must:\*\*\*
  - a. create graphs to show evidence of the pretest data;
  - b. create graph/s to show evidence of learning gained based on your evaluation of the assessment data.  
➔Some graphs should be included within the KPTP narrative; if you need space for narration within the KPTP, then additional graphs may be included in the Appendix.

Further information about the KPTP will be provided by the ED 400 Instructor, previous Student Teachers (graduates), and guest speakers in various ED 400 seminars. All ED 400 students should submit their KPTP to the ANGEL System on/by the assigned date (See Course Schedule). KPTPs are evaluated by scorers trained and monitored by the Kansas Department of Education.

**IMPORTANT INFORMATION:**

If a Teacher Candidate submits a KPTP and does not successfully pass the KPTP they initially submitted by receiving 21 out of 30 points, then the Teacher Candidate will be required to revise and resubmit. The revised KPTP submission will be scored by a trained evaluator. Both scores will then be averaged and to be considered as ‘passing’ must meet the criteria of 21 or more points out of 30 points for successful completion of the student teaching block.

*If a Teacher Candidate fails their second KPTP submission, they will receive an “Incomplete” in ALL courses of the student teaching block!! Then the Teacher Candidate will be required to repeat an 8-week student teaching field experience in order to successfully complete their student teaching block. To submit a new KPTP the Teacher Candidate must attend all ED 400 seminars, attend all ED 405 sessions (if receiving an “Incomplete” in ED 405), complete all expectations of an 8-week student teaching session (write an 8-day Unit Plan, etc.), and must submit a new KPTP on a topic which was not previously submitted at the required time during the semester. Typically a different placement will be found for the Teacher Candidate to repeat the 8-week student teaching field experience. All deadlines associated with assignments of the semester when the ‘incomplete’ is being finished should be met by the Teacher Candidate before the ‘incomplete’ for each course can be changed to a letter grade, including the KPTP deadline.*

The list of Professional Education Standards addressed through the KPTP assignment are provided below:

**Standard #1—**

The educator demonstrates the ability to use the central concepts, tools of inquiry, and structure of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

**Standard #2—**

The educator demonstrates an understanding of how individuals learn and develop intellectually, socially and personally and provides learning opportunities that support this development.

**Standard #3—**

The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

**Standard #4—**

The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students’ learning, including critical thinking, problem solving, and reading.

**Standard #5—**

The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard #6—**

The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard #7—**

The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

**Standard #8—**

The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

**Standard #9—**

The educator is a reflective practitioner who continually evaluate the effects of his or her choices and actions on others (students, parents, or other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation, or QPA).

**Standard #10—**

The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.

**Standard #11—**

The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

**Standard #12—**

The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students effectively use instructional technology.

**Standard #13—**

The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

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WASHBURN UNIVERSITY EXPECTATIONS AND INFORMATION— UNIVERSITY ADDITIONS – COURSE SYLLABUS

Mission of the University:

Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community. *Washburn University Board of Regents, 2010*

Definition of a Credit Hour:

For every credit hour awarded for a course, the student is typically expected to complete approximately one hour of classroom instruction, online interaction with course material, or direct faculty instruction and a minimum of two additional hours of student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time.

Academic Misconduct Policy:

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult <http://www.washburn.edu/statements-disclosures/copyright/index.html>. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Bradbury Thompson Alumni Center Suite 200, or go online to: <http://www.washburn.edu/faculty-staff/faculty-resources/faculty-handbook/faculty-handbook-section-7.html>.

Student Health Services/WU Counseling Services:

Student Health Services (SHS) works closely with WU Counseling Services to provide support for students experiencing challenges with learning and adapting to university life. SHS also offers urgent care for illness and injury, sports, school, and travel abroad physicals, well woman exams, immunizations/vaccinations and care of chronic illness such as diabetes and high blood pressure. More information can be found at <http://washburn.edu/current-students/services/health-services/index.html> and <http://washburn.edu/current-students/services/counseling/index.html>

Disability Services:

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office **MUST** have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.

Location: Student Services, Morgan Hall Room 135 (new location)

Phone: 785-670-1629 or TDD 785-670-1025

E-Mail: student-services@washburn.edu

--Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

Office of Academic Advising:

As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Office of Academic Advising is available to help students either directly through academic advising, mentoring, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact Academic Advising in Morgan 122, 785-670-1942, advising@washburn.edu.

Withdrawal Policy:

During fall and spring semesters, students may go online and withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. After the eleventh week, there are NO withdrawals, and a grade will be assigned for the course. These deadlines will be different for short-term, out-of-sequence, or summer courses. To view the deadline dates for your courses visit the "Last Day" Deadlines web page at:

<http://www2-prod.washburn.edu/self-service/coursedates.php>

Attendance/Administrative Withdrawal:

Although it is the student's responsibility to initiate course withdrawals, an instructor, after due notice to the student, may request withdrawal of the student from a course because of nonattendance through the same date as the last day a student may withdraw from a course. This would NOT absolve the student of financial responsibility for tuition/fees for the course in question. The inclusion of this information in the course syllabus is considered due notice.

Official E-Mail Address:

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information and the University will consider this your official notification for important information. It may also be used by your instructors to provide specific course information. If you prefer to use an alternate e-mail address to receive official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen, click enable forwarding and enter the e-mail address you would like your Washburn emails forwarded to in the "mail forwarding" area. Click add and then click on save changes. This will complete the process of forwarding your Washburn e-mail. It is your responsibility to ensure that your official e-mail box does not exceed your message quota resulting in the inability of e-mail messages to be accepted into your mailbox.

Success Week:

Success Week for undergraduate students is designated as the five week days preceding the first day of scheduled final examinations each Fall and Spring semester. Success Week is intended to provide students ample opportunity to prepare for final examinations. For academic programs, the following guidelines apply:

A. Faculty are encouraged to utilize Success Week as a time for review of course material in preparation for the final examination. If an examination is to be given during Success Week, it must not be given in the last three days of Success Week unless approved by the Dean or Department Chair. Assignments worth no more than 10% of the final grade and covering no more than one-fourth of assigned reading material in the course may be given.

B. Major course assignments (extensive research papers, projects, etc.) should be due on or before the Friday prior to Success Week and should be assigned early in the semester. Any modifications to assignments should be made in a timely fashion to give students adequate time to complete the assignments.

C. If major course assignments must be given during Success Week, they should be due in the first three days of Success Week. Exceptions include class presentations by students and semester-long projects such as a project assignment in lieu of a final. Participation and attendance grades are acceptable.

The Success Week policy excludes make-up assignments, make-up tests, take-home final exams, and laboratory examinations. It also does not apply to classes meeting one day a week for more than one hour. All University laboratory classes are exempt from this policy.

Appendix H.3:

Student Teaching Courses: ED 410/415/420/430/440/474 & SE 456

SYLLABUS

Spring 2013

Washburn University
Department of Education

Instructor Information:

Denise E. Salsbury, Ph.D.

CA 205

Campus Phone: 785-670-1473

Cell #: Will be given during an ED 400 seminar session

Email: denise.salsbury@washburn.edu

Office hours: A half hour before/after seminar sessions and by appointment.

Materials (required):

5. Handbook: Washburn University Department of Education. (2013). *The Student Teacher Handbook*. Topeka, KS: Washburn University. [Find electronic copy online under ED 400 in WU Angel Program under "Lessons"]
6. Access to ANGEL through the Washburn server. Use your email account through Washburn ANGEL to communicate with Dr. Salsbury and turn in assignments.
7. Alternative email account: Send photographs, non-assignment information to field.experiences@washburn.edu
8. Dr. Salsbury email account: Send questions that require an immediate response to this email account <denise.salsbury@washburn.edu>

Course Description:+

"Directed & supervised student teaching of content in K-12 classrooms. ...Pass/fail basis only." The student teaching field experience courses are taught in conjunction with seminars ED 400/ED 405, and are designed to support Teacher Candidates during their field experiences in an authentic school environment. Information provided through ED 400 seminars focus on how Teacher Candidates should demonstrate professionalism throughout every element of the student teaching experience, synthesize their concept of building relationships in the schools, and demonstrate their readiness to provide standards-based instruction that positively impacts all diverse learners. During the student teaching field experience, Teacher Candidates maximize their own learning through reflective collaboration and communication with their Cooperating Teacher, University Supervisor, and other individuals. List of student teaching courses with field experiences include:

ED 410—Secondary Student Teaching

ED 415—5th-8th Grade Student Teaching

ED420—K-6 Student Teaching

*ED 476, B/C/D—P-12 PE Student Teaching**

ED 430—Student Teaching Birth to 3rd

ED 440—Student Teaching P-12

SE 456—SPED Practicum

Course Objectives: Teacher Candidate will...

1. Plan instruction based on learning needs and the developmental levels of all diverse learners, including those with exceptionalities.
2. Recognize and foster individual differences to establish a positive classroom culture.
3. Establish a classroom environment conducive to learning, and based on safety, fairness, respect, and educational equity.
4. Have a positive impact on student learning.
5. Demonstrate a thorough knowledge of content through planning and implementing an 8-day unit plan.
6. Provide a variety of innovative applications of knowledge which motivates learner understanding between and within subject areas.
7. Plan and implement lessons aligned with content standards. [Common Core Standards]
8. Use methods and techniques that are effective in meeting student needs, including strategies to differentiate and scaffold information.
9. Use varied assessments (formative and summative) to measure learner progress.
10. Utilize technology to engage and challenge learners in a variety of learning situations.
11. Engage students in learning activities that develop higher order thinking skills.
12. Engage in reflection and continuous professional growth.
13. Participate in collaboration and leadership opportunities.
14. Analyze and reflect on student data to impact student learning growth using formative and summative assessments.

Diversity Proficiencies:

The WU Department of Education promotes consideration of diversity in all aspects of teaching as suggested by Bank's *Model of Multicultural Education*:

- 1 = Knowledge Construction—understand that implicit cultural assumptions within a discipline influence the ways that knowledge is constructed within.
- 2 = Content Integration—include examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in subject matter.
- 3 = Prejudice Reduction—aware of the possibilities for modifying offensive racial attitudes through education.
- 4 = Equitable Pedagogy—understand the need for matching teaching styles to students' learning styles in order to facilitate academic achievement of students from diverse racial, cultural, and social class backgrounds.
- 5 = Empowering School Culture—understand the importance of examining group and labeling practices, sports participation and other school activities, and interaction of staff and students across ethnic and racial lines as a means for creating a school culture that empowers students from all groups.

Course Purpose: DIMENSIONS OF REFLECTION

The WU Department of Education established professional goals to educate **Reflective Educators**. This course supports development of reflective Educators through authentic field experiences and seminar sessions that allow students to engage in:

- **Reflection on self as an emerging, developing, and maturing professional**—through course readings, discussions, writings, and assignments that provide opportunities for students to explore and challenge beliefs held about teaching and learning as well as the merit of these beliefs in current teaching situations.
- **Reflection on the context of teaching and learning**—by observing peers teaching lessons and the instructor/classroom teacher modeling instructional best practice and behavior management approaches to promote increased academic learning by children within a variety of contexts.
- **Reflection on student differences**—through class readings, assignments, and discussions provide opportunities for students to examine the developmental, social, and cultural characteristics that students bring to school.
- **Reflection on methods and materials**—through class discussions, readings, assignments, and field experiences provide students opportunities to become aware of and reflect on a variety of instructional strategies and materials that are the basis for pedagogical decisions that correspond to various teaching contexts to meet the needs of the learner.
- **Reflection on assessment as a process of change**—through assignments, class discussions, and observations provide opportunities for students to explore the benefits of various assessment models and when they can be utilized to effectively as a process to aid children's learning and determine the impact of assessment on modifying instruction to meet the learning and performance needs of the learner.

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### Grading Policy:

To be considered for a passing grade in the student teaching course/s you must receive ratings of 'target' and/or 'advanced' on the final evaluations (*Teacher Candidate Summary Evaluation & Professional Dispositions Evaluation*) and receive a recommendation of PASS from your Cooperating Teacher and University Supervisor. The *TC Summary Evaluation* statements are the Student Teacher Course objectives, and ratings on that evaluation provide explanations of whether or not the Teacher Candidate meets the course objectives. Teacher Candidates are rated on their professional conduct and attitudes through the *Professional Dispositions Evaluation*. The Student Teacher Course Instructor/ED 400 Instructor will make the final determination of successful completion of the student teaching experience/course.

If there is disagreement between the University Supervisor and Cooperating Teacher as to the recommended grade, then the Director of Student Field Experiences will mediate a decision. Ultimately, in cases of disagreement, the Director of Student Field Experiences, the Director of Teacher Education, and the Washburn Education Department Chair will make the final decisions about whether to pass a Teacher Candidate and/or recommend for licensure.

### Course Requirements:

The basic requirements for completing the student teaching field experience course/s are that you “teach” and demonstrate your readiness to teach. Consider all fourteen of the Student Teaching Course Objectives and the Professional Dispositions as you complete the tasks set before you in the classroom. *Completion of all assignments* mentioned in this syllabus as well as additional requirements and interactions with Cooperating Teacher/s, University Supervisor/s [US], and Student Teacher Course Instructor is expected when recommended for a “Passing” grade in the course/s. More details on the expectations of the student teaching field experience/s are stated within *The Student Teacher Handbook*. Specific assignments are listed below:

- |                                               |                                             |
|-----------------------------------------------|---------------------------------------------|
| → <b>Attendance</b>                           | → <b>Schedules &amp; Communications</b>     |
| → <b>Observation Evaluation Forms</b>         | → <b>Lesson Plans &amp; Unit Plan</b>       |
| → <b>Midterm Evaluations</b> (& Goals Review) | → <b>Final Evaluations</b> (& Goals Review) |

### **Attendance:**

Attendance is mandatory daily during the student teaching field experience.

#### ATTENDANCE--

- *Daily attendance:* Attendance is an element of professionalism, which is an evaluated disposition standard. You must receive a rating of ‘target’ and/or ‘advanced’ on the associated dispositional standard/s to be recommended for a “passing” grade for the student teaching course/s.
- The University Supervisor assumes responsibility for monitoring and communicating with the Cooperating Teacher and Teacher Candidate regarding daily attendance in the classroom, professional development sessions, parent/teacher conferences, faculty meetings, and other school functions. Your University Supervisor provides information on absences to the ED course instructor.
- *Excused absences:* You are *only allowed one (1) excused absence* from daily attendance during the student teaching field experience. If you must be absent due to an emergency or illness, provide professional documentation to the ED course instructor for those absences to be excused. If you are absent more than 2 days (even if they are excused) you will be required to make up the field experience days at the end of a semester (or placement) assuming there is approval from the Cooperating Teacher, University Supervisor, and Director of Student Field Experiences. ***For this reason it is critical you communicate with the CT, US, and ED course instructor regarding any absences!***
- *Unexcused absences:* If there are any **unexcused absences** (more than 1 day) you will be required to make up the day if the Cooperating Teacher, University Supervisor, and Director of Student Field Experiences agree that it is in the best interest of the Teacher Candidate and classroom students for the days to be made up. ***For this reason it is critical you communicate with the CT, US, and ED course instructor regarding any absences.*** Assignments and/or responsibilities not met due to an unexcused absence may be made up at the discretion of the CT, US, and ED course instructor.
- *Student Teaching Field Experience:* Refer to *The Student Teacher Handbook*, for information about field experience absences, which states:  
“As practice for the teaching profession, the Student Teacher is allowed **one (1) unexcused absence** during the student teaching field experience. If the Student Teacher has more than two absences during the student teaching experience those extra days must be made up at the end of the semester. When extra days must be allotted into the placements, a juggling of placement dates must occur with the help of the Director of Student Field Experience. —Make-up time will be mutually agreeable and determined by collaboration between the Cooperating Teacher, Student Teacher, and Director of Student Field Experiences.”  

*(The Student Teacher Handbook, 2013, p. 24\*)*
- **It is expected that your behavior at all times will exhibit professional dispositions through your conduct and attitudes.** You will be self-evaluating your dispositions during ED 400 seminars throughout the semester. Your University Supervisor and Cooperating Teacher/s will also monitor your dispositions throughout each field placement, and you must receive a rating of ‘target’ and/or ‘advanced’ to be considered for a “passing” grade in the student teaching course/s.



## ***Washburn Education Department Professional Dispositions***

The Teacher Candidate:

11. is inner directed, reflective, and optimistic about the influence of education on all students.
12. views himself/herself as both a teacher and a learner and seeks to enhance his/her own professional development.
13. is accepting of diversity among people and makes decisions and adaptations that reflect a commitment to fairness and educational equity among students, including those with exceptionalities.
14. supports policies and practices that promote student safety, development and welfare.
15. is punctual, reliable, and well prepared and willingly assumes responsibilities for duties and assignments.
16. is consistently honest, respects and follows established policies and procedures, and maintains an integrity that reflects positively on the teaching profession.
17. demonstrates maturity and effective interpersonal skills and accepts constructive criticism in a positive manner.
18. communicates (both verbally and nonverbally) with students, parents, colleagues, and authority figures in ways appropriate for the teaching and learning context.
19. values collaboration within the profession and is respectful of, and works collaboratively with families, colleagues, community, and/or authority figures.
20. exhibits an appropriate professional appearance, including good grooming and proper attire, when representing Washburn University.

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Schedules & Communications:

- *Schedules:* Within the first 2 weeks of your student teaching field placement, set a conference with the Cooperating Teacher to develop a **Teaching Timeline** of when you will teach. You may use the suggested timeline/s found in The Student Teacher Handbook in Appendix C, or through collaboration with your CT develop a timeline that fits with the longitudinal plans of your teacher. A section of the timeline should show how you will gradually assume responsibility for the planning, implementation, and evaluation of instructional activities. Give a copy of your **Teaching Timeline** to your University Supervisor as soon as possible.
 - *Daily Schedule:* Include an outline of the daily schedule, from when the school day begins until it ends, as a section of your **Teaching Timeline**.
 - *Weekly Schedule:* Depending on your field experience placement, you may want to include a weekly schedule with the **Teaching Timeline** to clarify the flow of your days for the University Supervisor.
- *Communication:* You are expected to respond to email and phone messages promptly whether they are from course instructors, the University Supervisor, the Cooperating Teacher, or other professionals. Take time to ensure your phone message is appropriate for professionals to hear, that your Facebook (or other social network) account is professionally presented, and that any other communications that professionals will view or hear is appropriate and professional. Inappropriate messages and communications cause prospective teachers to miss opportunities for job positions!!
 - *Photographs:* Within the first 2 weeks of a placement take a photograph of you and your Cooperating Teacher, embed it in the Personal Information Paper (PIP) found in ANGEL "Lessons," then submit the PIP to the drop box by January 27, 2013.
 - Take other photos of yourself throughout the field experience placement/s to show instructional strategies, room arrangements, and another item you wish to highlight. Send the photographs to Dr. Salsbury via the email account <field.experiences@washburn.edu> . Since the photos will be included in the PowerPoints shown during the Student Teacher Tea, limit the photographs you send which contain students.

Observation Evaluation Forms:

- Observation Evaluation Forms provide written feedback from a Cooperating Teacher and University Supervisor after watching you teach a full lesson to a whole class of students.
- Teacher Candidates are observed teaching by their CT and US who provide feedback on the implementation of the lesson and classroom management. The CT and US give verbal comments, written feedback, and performance-based ratings on how well you implemented your lesson plan during a conference immediately following the lesson. Sometimes conferencing may be delayed to another time due to time constraints. Teacher Candidates should receive a copy of each Observation Evaluation Form for future reference.
 - Teacher Candidates provide 4-8 fully complete Lesson Plans for the formal observations to be conducted by your Cooperating Teacher and University Supervisor (2 lessons will be observed by the CT and 2 by the US per 8-week placement). Both the CT and US should formally observe a minimum of 2 lessons per placement, then provide you feedback on the implementation of the lesson/s. Your CT should not formally observe the lesson plan observed formally by your US, and visa versa. *A Lesson Plan Outline template will be provided to you by the ED 400 Instructor.*
 - Each time there is scheduled a formal observation, Teacher Candidates are expected to provide a full and complete Lesson Plan to the CT/US at least 2 days before teaching the lesson. If a complete Lesson Plan (using the Lesson Plan Outline) is not submitted to the CT or US at least 2 days before implementing the lesson, then the formal observation must be rescheduled. Neither the CT nor US should be expected to view a Teacher Candidate attempt to teach a lesson which has not be preplanned and organized ahead of the scheduled time.

Lesson Plans & Unit Plan:

This assignment has three (3) parts:

4. **Unit Plan**—Create an 8-day Unit Plan on a grade-level appropriate topic; the Unit Plan should be standards-based and follow guidelines *from the outline template provided by the ED 400 Instructor*, as well as the curricular content and standards recommended by the Cooperating Teacher and school district. *The Unit Plan will not be turned in with the KPTP*, instead submit it to your ANGEL drop box; label document appropriately as <yourlastnameinitial—KPTP-Unit Plan.pdf>

Unit Plan Outline template:

To complete the Unit Plan, you must first collaborate with your Cooperating Teacher, then write an 8-day Unit Plan which you are expected to teach during the first eight weeks of your student teaching field experience. All Teacher Candidates are required to use the *Unit Plan Outline* template provided to sequence the instructional ideas and activities. Refer to the sample unit plan attached to the template for guidance when developing the unit; both the Unit Plan Outline template and sample lesson plan can be found in *The Student Teaching Handbook* posted in “Lessons” in ANGEL. The process of writing this unit plan will be reviewed during ED 400 seminar session/s.

5. **Lesson Plans**—Provide 4-8 Lesson Plans for the formal observations to be conducted by your Cooperating Teacher and University Supervisor (2 lessons will be observed by the CT and 2 by the US per 8-week placement). Both the CT and US should formally observe a minimum of 2 lessons per placement, then provide you feedback on the implementation of the lesson/s. Your CT should not formally observe the lesson plan observed formally by your US, and visa versa. *A Lesson Plan Outline template will be provided to you by the ED 400 Instructor.*

Each time there is scheduled a formal observation, Teacher Candidates are expected to provide a full and complete Lesson Plan to the CT/US at least 2 days before teaching the lesson. If a complete Lesson Plan (using the Lesson Plan Outline) is not submitted to the CT or US at least 2 days before implementing the lesson, then the formal observation must be rescheduled. Neither the CT nor US should be expected to view a Teacher Candidate attempt to teach a lesson which has not be preplanned and organized ahead of the scheduled time.

6. **Video taped Lesson Plans**—Reminder: Video tape 2 Lesson Plans that show you providing instruction of a lesson (see requirements in KPTP descriptions). If your CT or US observes one of the video-taped lesson plans, then you do

not need to provide an extra plan. It is appropriate to have at least two of your unit lesson plans overlap formal lesson observations. Additional information about the number of lesson plans to turn in will be discussed during ED 400 seminars.

Midterm Evaluations:

- There are two measures of the midterm evaluation of a Teacher Candidate's student teaching field experience/s and readiness to teach: the *Teacher Candidate Summary Evaluation Form* and the *Professional Dispositions Form*. The University Supervisor and the Cooperating Teacher will evaluate at which stage the Teacher Candidate has met the standards and course objectives by providing ratings on the two forms. Both forms are online; web addresses will be provided at a later date.
- During the midterm conference, the Teacher Candidate should revisit and revise the construct goals to evaluate, with the assistance of the University Supervisor and Cooperating Teacher, whether or not the goals have been met, how they were met, and provide evidence that the goals were met. At this time, it should be decided whether to change goals, refine the goals, or continue with existing goals.

Final Evaluations:

- There are two measures of evaluation of a Teacher Candidate's successful completion of the student teaching field experience/s and readiness to individually teach: the *Teacher Candidate Summary Evaluation Form* and the *Professional Dispositions Form*. The University Supervisor and the Cooperating Teacher will evaluate whether the Teacher Candidate has met the standards and course objectives by providing ratings on the two forms. Both forms are online; web addresses will be provided at a later date.
- During the final conference, the Teacher Candidate should revisit the construct goals to evaluate, with the assistance of the University Supervisor and Cooperating Teacher, whether or not the goals have been met, how they were met, and provide evidence that the goals were met.
- When the Teacher Candidate receives ratings of 'target' and/or 'advanced' on the two final evaluation forms, the University Supervisor and Cooperating Teacher are both verifying their recommendations for the Teacher Candidate to pass the student teaching field experience/s.

Kansas Professional Education Standards

Standard #1—

The educator demonstrates the ability to use the central concepts, tools of inquiry, and structure of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

Standard #2—

The educator demonstrates an understanding of how individuals learn and develop intellectually, socially and personally and provides learning opportunities that support this development.

Standard #3—

The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

Standard #4—

The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning, including critical thinking, problem solving, and reading.

Standard #5—

The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard #6—

The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard #7—

The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

Standard #8—

The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

Standard #9—

The educator is a reflective practitioner who continually evaluate the effects of his or her choices and actions on others (students, parents, or other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation, or QPA).

Standard #10—

The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.

Standard #11—

The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

Standard #12—

The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students effectively use instructional technology.

Standard #13—

The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

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**Appendix I:** This form is available at the following Wiki web address: <<http://reflective-educator.wikispaces.com/>>

Week # \_\_\_\_\_

## WEEKLY REFLECTIONS

Name: \_\_\_\_\_ School: \_\_\_\_\_

Date: \_\_\_\_\_ Grade Level: K-6 MS HS

**DIRECTIONS:** Write Part I Reflections, Part II Log, and Part III Goal Reflections, then email to your University Supervisor AND post to “Weekly Reflections” dropbox in ANGEL.

**Part I: Daily Reflections** [To be read by University Supervisors and ED 400 Instructor only!]

Day 1—

Day 2—

Day 3—

Day 4—

Day 5—

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**Part II. Communications: Weekly Log** [Reflect on your communication with others and the impact of that communication on student learning. Log records should *include 3 or more contacts each week*. Reasons for your communications range from talking with another faculty member to conferencing with a parent &/or student...and more! Your choice. *Hint: Include communications with individuals that specifically relate to unit when you are planning and implementing your Unit Plan.*]

Date:

Name of Contact:

Rationale for Communication:

Method of Communication:

Impact of Communication on Instruction:

Follow up Communication/s:

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**III. Reflections on Personal Goals** [Provide weekly reflections on concepts and components]

| <i>Constructs/Components</i>          | <i>Observable Evidence of Progress</i> | <i>Reflection on Progress towards Goal</i> |
|---------------------------------------|----------------------------------------|--------------------------------------------|
| <b>1. Learners &amp; Learning</b>     |                                        |                                            |
| <b>2. Content Knowledge</b>           |                                        |                                            |
| <b>3. Instructional Practice</b>      |                                        |                                            |
| <b>4. Professional Responsibility</b> |                                        |                                            |

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

## Appendix J:

### Kansas Performance Teaching Portfolio [KPTP] Scoring Rubric

#### Task #1 - Contextual Information and Learning Environment Factors

|                                                                                                                                                                                                                 | 1 Unacceptable                                                                                                                                                                                                                                                                                                     | 2 Developing                                                                                                                                                                                                                                                    | 3 Target                                                                                                                                                                                                                                                                                                 |       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Focus Area A                                                                                                                                                                                                    | Criteria Not Met<br>Ineffective, minimal,<br>little or no evidence                                                                                                                                                                                                                                                 | Criteria Partially Met<br>Limited, uneven<br>evidence                                                                                                                                                                                                           | Criteria Met<br>Clear and Convincing,<br>appropriate, consistent,<br>effective                                                                                                                                                                                                                           | Score |
| <b>Standard 2</b><br>Educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.    | Responses include:<br><br>Incomplete or ineffective intellectual, social, and personal developmental influences on learning.<br><br>Minimal or inappropriate information about the characteristics of the community, district, school, and/or class.<br><br>Minimal or inappropriate implications for instruction. | Responses include:<br><br>Limited intellectual, social, and personal developmental influences on learning.<br><br>Limited information about the characteristics of the community, district, school, and/or class.<br><br>Limited implications for instruction.  | Responses include:<br><br>Multiple intellectual, social, <u>and</u> personal developmental influences on learning.<br><br>Detailed and appropriate information about the characteristics of the community, district, school, and/or class.<br><br>Detailed and appropriate implications for instruction. |       |
| <b>Standard 3</b><br>Educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that | Responses for 2 focus students provide:<br><br>Incomplete or inappropriate references to student characteristics, including but not limited to prior learning, culture, language, exceptionality, family values, and community values.<br><br>Minimal or inappropriate implications for                            | Responses for 2 focus students provide:<br><br>Limited references to student characteristics, including but not limited to prior learning, culture, language, exceptionality, family values, and community values.<br><br>Limited implications for instruction. | Responses for 2 focus students provide:<br><br>Detailed and appropriate references to student characteristics, including but not limited to prior learning, culture, language, exceptionality, family values, and community values.<br><br>Detailed and appropriate implications for instruction.        |       |

|                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| are adapted to diverse learners including those with exceptionalities.                                                                                                                                                                | instruction.                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |              |
| <b>Focus Area D</b>                                                                                                                                                                                                                   | <b>Criteria Not Met<br/>Ineffective, minimal,<br/>little or no evidence</b>                                                                                                                                                                                                                                                                                                                                                                      | <b>Criteria Partially Met<br/>Limited, uneven<br/>evidence</b>                                                                                                                                                                                                                                                                                                                              | <b>Criteria Met<br/>Clear and Convincing,<br/>appropriate, consistent,<br/>effective</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Score</b> |
| <b>Standard 5</b><br>Educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. | <p>Responses provide:</p> <p>Incomplete or inappropriate strategies for the whole class to promote an environment conducive to positive student learning.</p> <p>Inappropriate or no strategies for the selected subgroup to become self-motivated and work productively and cooperatively.</p> <p>Minimal, inappropriate or no strategies for the selected focus students to become self-motivated and work productively and cooperatively.</p> | <p>Responses provide:</p> <p>Limited strategies for the whole class to promote an environment conducive to positive student learning.</p> <p>Limited strategies for the selected subgroup to become self-motivated and work productively and cooperatively.</p> <p>Limited strategies for the selected focus students to become self-motivated and work productively and cooperatively.</p> | <p>Responses provide:</p> <p>Multiple, detailed and appropriate strategies for the whole class to promote an environment conducive to positive student learning. Strategies should address self-motivation, positive relationships, positive classroom behavior, cooperation, and purposeful learning.</p> <p>Detailed and appropriate strategies for the selected subgroup to become self-motivated and work productively and cooperatively.</p> <p>Detailed and appropriate strategies for the selected focus students to become self-motivated and work productively and cooperatively.</p> |              |

### Task # 2 - Designing Instruction

|                                                |                                                                             |                                                                |                                                                                          |              |
|------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------|
|                                                | <b>1 Unacceptable</b>                                                       | <b>2 Developing</b>                                            | <b>3 Target</b>                                                                          |              |
| <b>Focus Area A</b>                            | <b>Criteria Not Met<br/>Ineffective, minimal,<br/>little or no evidence</b> | <b>Criteria Partially Met<br/>Limited, uneven<br/>evidence</b> | <b>Criteria Met<br/>Clear and Convincing,<br/>appropriate, consistent,<br/>effective</b> | <b>Score</b> |
| <b>Standard 1</b><br>Educator demonstrates the | <p>Responses provide:</p> <p>Objectives are not grade</p>                   | <p>Responses provide:</p> <p>Objectives are</p>                | <p>Responses provide:</p> <p>The majority of the objectives</p>                          |              |

|                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                     |              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| ability to use central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.   | <p>level and age appropriate; are not tied to curricular standards.</p> <p>Objectives do not accurately include major concepts of the discipline.</p> <p>Instructional activities provide minimal opportunities to make subject matter meaningful for all students.</p>                                                                                                           | <p>unevenly tied to curricular standards and grade level appropriate or inaccurate connections are made.</p> <p>A limited number of the objectives include major concepts of the discipline.</p> <p>Instructional activities create limited opportunities that make subject matter meaningful for all students.</p>                                                               | <p>are grade level and age appropriate; are clearly tied to curricular standards.</p> <p>Objectives accurately include major concepts of the discipline.</p> <p>Instructional activities consistently create opportunities that make subject matter meaningful for all students.</p>                                                                |              |
| <b>Standard 2</b><br>Educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development. | <p>Responses provide:</p> <p>The instructional design does not demonstrate an understanding of how individuals learn and the range of individual variations within the classroom.</p> <p>The instructional design does not include instructional activities that are developmentally appropriate and does not have appropriate adaptations to meet the needs of all learners.</p> | <p>Responses provide:</p> <p>The instructional design addresses limited understanding of how individuals learn and the range of individual variations within the classroom.</p> <p>The instructional design includes limited instructional activities that are developmentally appropriate and/or has limited or inappropriate adaptations to meet the needs of all learners.</p> | <p>Responses provide:</p> <p>The instructional design is appropriate and addresses how individuals learn and the range of individual variations within the classroom.</p> <p>The instructional design includes instructional activities that are developmentally appropriate and has appropriate adaptations to meet the needs of all learners.</p> |              |
| <b>Focus Area B</b>                                                                                                                                                                                          | <b>Criteria Not Met</b><br><b>Ineffective, minimal, little or no evidence</b>                                                                                                                                                                                                                                                                                                     | <b>Criteria Partially Met</b><br><b>Limited, uneven evidence</b>                                                                                                                                                                                                                                                                                                                  | <b>Criteria Met</b><br><b>Clear and Convincing, appropriate, consistent, effective</b>                                                                                                                                                                                                                                                              | <b>Score</b> |
| <b>Standard 3</b><br>Educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental               | <p>Responses provide:</p> <p>The instructional design provides minimal variety in or equitable approaches to learning opportunities.</p> <p>The instructional design contains no adaptations and differentiations.</p>                                                                                                                                                            | <p>Responses provide:</p> <p>The instructional design is limited in providing different or equitable approaches to learning.</p> <p>The instructional design includes partially appropriate adaptations or</p>                                                                                                                                                                    | <p>Responses provide:</p> <p>The instructional design provides different approaches to learning, as well as equitable opportunities for all students.</p> <p>The instructional design includes clear evidence of appropriate adaptations and differentiations to meet the needs of all students.</p>                                                |              |



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| levels, and that are adapted to diverse learners including those with exceptionalities.                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                    | differentiations.                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Standard 4</b><br>Educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading. | <p>Responses provide:</p> <p>The instructional design does not include a variety of appropriate instructional activities and strategies and does not include both teacher-centered and student-centered models of instruction.</p> <p>The instructional design does not incorporate instructional strategies that require critical thinking and problem solving.</p>                               | <p>Responses provide:</p> <p>The instructional design identifies limited variety of appropriate instructional activities and strategies and may fail to include both teacher-centered and student-centered models of instruction.</p> <p>The instructional design incorporates instructional strategies that require critical thinking and problem solving, but they are not tied to the unit objectives.</p>                                                            | <p>Responses provide:</p> <p>The instructional design identifies a variety of appropriate instructional activities and strategies and includes both teacher-centered and student-centered models of instruction.</p> <p>The instructional design incorporates appropriate instructional strategies that require critical thinking and problem solving related to the unit objectives.</p>                                                                                                                                               |  |
| <b>Standard 7</b><br>Educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.                   | <p>Responses provide:</p> <p>The instructional design is not based on student knowledge, community resources, and/or subject matter.</p> <p>The instructional design does not create a bridge between curriculum goals and students' experiences.</p> <p>No alignment exists between objectives, instructional activities and assessments.</p> <p>Reading strategies are not used in the unit.</p> | <p>Responses provide:</p> <p>The instructional design is partially based on student knowledge, community resources, and/or subject matter.</p> <p>The instructional design creates a limited connection between curriculum goals and students' experiences.</p> <p>While some alignment exists, it is unevenly aligned between objectives, instructional activities <u>and</u> assessments.</p> <p>Reading strategies are described in the overall unit plan but are</p> | <p>Responses provide:</p> <p>The instructional design is based on student knowledge, community resources, and subject matter.</p> <p>The instructional design creates an effective bridge between curriculum goals and students' experiences.</p> <p>The alignment between objectives, instructional activities <u>and</u> assessments is clear.</p> <p>Reading strategies are described in the overall unit plan and at least one of the detailed lesson plans incorporates a detailed reading strategy that enhances the content.</p> |  |

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|                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                             | limited in enhancing instruction.                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |              |
| <b>Standard 11</b><br>Educator understands the ability to integrate across and within the content fields to enrich curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.                                                                                       | Responses provide:<br><br>The instructional design does not integrate content across or within field.                                                                                                                                                                       | Responses provide:<br><br>There is limited evidence that the instructional design creates learning experiences which integrate content within and across subject areas.                                                                                                                                       | Responses provide:<br><br>There is clear evidence that the instructional design creates learning experiences which integrate content within and across subject areas.                                                                                                                                                                                                                                                                                    |              |
| <b>Standard 12</b><br>Educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively. | Responses provide:<br><br>Teacher use of technology is not evident in the instructional design or is not effective.<br><br>Student use of technology is not evident in the instructional design or is not used effectively. Technology strategies are not used in the unit. | Responses provide:<br><br>Teacher use of technology is evident in the instructional design; however effectiveness is limited.<br><br>Student use of technology is evident in the instructional design; however effectiveness is limited.<br><br>Technology strategies are described in the overall unit plan. | Responses provide:<br><br>Effective teacher use of technology is evident in the instructional design and clearly enhances instruction.<br><br>Effective student use of technology is evident in the instructional design and clearly enhances student learning.<br><br>Technology strategies are described in the overall unit plan and at least one of the detailed lesson plans incorporates a detailed technology strategy that enhances the content. |              |
| <b>Focus Area E</b>                                                                                                                                                                                                                                                                                                                                 | <b>Criteria Not Met<br/>Ineffective, minimal,<br/>little or no evidence</b>                                                                                                                                                                                                 | <b>Criteria Partially Met<br/>Limited, uneven<br/>evidence</b>                                                                                                                                                                                                                                                | <b>Criteria Met<br/>Clear and Convincing,<br/>appropriate, consistent,<br/>effective</b>                                                                                                                                                                                                                                                                                                                                                                 | <b>Score</b> |
| <b>Standard 8</b><br>Educator understands and uses formal and informal                                                                                                                                                                                                                                                                              | Responses provide:<br><br>The instructional design includes pre-assessments and summative                                                                                                                                                                                   | Responses provide:<br><br>The instructional design includes pre-assessments and/or                                                                                                                                                                                                                            | Responses provide:<br><br>The instructional design includes pre-assessments and summative assessments that                                                                                                                                                                                                                                                                                                                                               |              |

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| assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners. | <p>assessments that do not align with the unit objectives.</p> <p>The instructional design does not have formative assessments that are aligned to the unit's objectives.</p> <p>The assessment plan does not include a description of how the results of the assessments will be used.</p> <p>Neither detailed lesson plan includes formative assessments or adaptations.</p> | <p>summative assessments that align with the objectives.</p> <p>The instructional design has some formative assessments that are partially aligned to the unit's objectives.</p> <p>The assessment plan includes a limited description of how the assessment results will be used.</p> <p>One of the two detailed lesson plans includes formative assessments and/or adaptations.</p> | <p>align with unit objectives.</p> <p>The instructional design has formative assessments that are clearly aligned to all of the unit's objectives.</p> <p>The assessment plan includes a clear description of how the results of the assessments will be used.</p> <p>Each of the two detailed lesson plans includes formative assessments and adaptations or gives an explanation why they are not necessary.</p> |  |
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### Task #3 - Teaching and Learning

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| <b>Area C</b>                                                                                                                                                                                                  | <b>Criteria Not Met<br/>Ineffective, minimal,<br/>little or no evidence</b>                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Criteria Partially Met<br/>Limited, uneven<br/>evidence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Criteria Met<br/>Clear and Convincing,<br/>appropriate, consistent,<br/>effective</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Score</b> |
| <b>Standard 4</b><br>Educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading. | <p>Responses provide:</p> <p>Minimal teaching and learning strategy used, or strategies are not appropriate for students' diverse contextual factors and reading abilities.</p> <p>Minimal teaching and learning strategies used or strategies do not meet the diverse cognitive, social, and emotional needs of all learners.</p> <p>Instructional strategies used are not aligned with content and learning objectives being taught.</p> <p>Does not monitor student learning.</p> | <p>Responses provide:</p> <p>Limited number of teaching and learning strategies used but are not always appropriate for students' diverse contextual factors and reading abilities.</p> <p>Limited number of teaching and learning strategies used, but strategies do not consistently meet the diverse cognitive, social, and emotional needs of all learners.</p> <p>Instructional strategies are aligned with content but not all learning objectives being taught<br/>OR Instructional</p> | <p>Responses provide:</p> <p>Uses a variety of teaching and learning strategies that are appropriate for students' diverse contextual factors and reading abilities.</p> <p>Uses multiple teaching and learning strategies to meet the diverse cognitive, social, and emotional needs of all learners.</p> <p>Uses instructional strategies that are aligned with content and learning objectives being taught.</p> <p>Monitors and adjusts strategies in response to learner feedback (pre-assessment data, formative assessments).</p> |              |

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|                                                                                                                                                                                                                                                                                                               | Students are not engaged in active inquiry or higher level thinking.                                            | <p>strategies are aligned with learning objectives, but not appropriate for the content being taught.</p> <p>Monitors student learning, but does not adjust instructional strategies in response to learner feedback.</p> <p>Students are engaged in active inquiry, but not higher level thinking<br/>OR students are engaged in higher level thinking, but not active inquiry.</p> | Uses teaching practices to meaningfully engage students in active inquiry and higher level thinking (i.e. questioning concepts, developing learning strategies, seeking resources, conducting independent investigations). |  |
| <b>Standard 11</b><br>Educator understands the ability to integrate across and within the content fields to enrich curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.                                                 | <p>Responses provide:</p> <p>The ability to integrate across and within content fields is not demonstrated.</p> | <p>Responses provide:</p> <p>Demonstrates the ability to integrate across or within the content fields but integration does not support learning.</p>                                                                                                                                                                                                                                | <p>Responses provide:</p> <p>Demonstrates the ability to integrate across and within content fields. Integration supports learning.</p>                                                                                    |  |
| <b>Standard 12</b><br>Educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use | <p>Responses provide:</p> <p>Does not incorporate technology</p>                                                | <p>Responses provide:</p> <p>Incorporates technology and justifies its enhancement of instructional practices, but does not help all students use instructional technology effectively OR helps all students use instructional technology effectively, but use did not enhance instruction<br/>OR infrequent use of technology with little impact on student learning</p>            | <p>Responses provide:</p> <p>Incorporates technology and justifies the use of technology to enhance instructional practices, and help all students use instructional technology effectively.</p>                           |  |

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| instructional technology effectively.                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                 |              |
| <b>Focus Area D</b>                                                                                                                                                                                                                   | <b>Criteria Not Met<br/>Ineffective, minimal,<br/>little or no evidence</b>                                                                                                                                                                                                                                                                                                                                            | <b>Criteria Partially Met<br/>Limited, uneven<br/>evidence</b>                                                                                                                                                                                                                                                                                                                                                 | <b>Criteria Met<br/>Clear and Convincing,<br/>appropriate, consistent,<br/>effective</b>                                                                                                                                                                                                                                                        | <b>Score</b> |
| <b>Standard 5</b><br>Educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. | <p>Responses provide:</p> <p>No clear evidence to support maintaining an environment that includes independent and/or group participation to encourage positive social interaction, equitable engagement, and self-motivation of all students.</p> <p>A minimal range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom were used and not all were effective.</p> | <p>Responses provide:</p> <p>Limited evidence to support maintaining an environment that includes independent and/or group participation to encourage positive social interaction, equitable engagement, and self-motivation of all students.</p> <p>A range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom were used, but not all were effective.</p> | <p>Responses provide:</p> <p>Maintains an environment that includes independent and/or group participation to encourage positive social interaction, equitable engagement, and self-motivation of all students.</p> <p>Uses a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.</p> |              |
| <b>Focus Area E</b>                                                                                                                                                                                                                   | <b>Criteria Not Met<br/>Ineffective, minimal,<br/>little or no evidence</b>                                                                                                                                                                                                                                                                                                                                            | <b>Criteria Partially Met<br/>Limited, uneven<br/>evidence</b>                                                                                                                                                                                                                                                                                                                                                 | <b>Criteria Met<br/>Clear and Convincing,<br/>appropriate, consistent,<br/>effective</b>                                                                                                                                                                                                                                                        | <b>Score</b> |
| <b>Standard 8</b><br>Educator understands and uses formal and informal                                                                                                                                                                | <p>Responses provide:</p> <p>Variety of assessment techniques are not evident.</p> <p>Variety of assessment</p>                                                                                                                                                                                                                                                                                                        | <p>Responses provide:</p> <p>More than one type of assessment is given, but there is no evidence</p>                                                                                                                                                                                                                                                                                                           | <p>Responses provide:</p> <p>Used a variety of informal and formal assessment techniques (i.e. portfolios,</p>                                                                                                                                                                                                                                  |              |

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| assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.  | <p>types are not evident.</p> <p>Data are <u>not</u> disaggregated or used to improve instruction OR data are <u>not</u> provided.</p> <p>Assessment is <u>not</u> used to inform or improve instruction for focus students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>showing that resulting data were used to improve instructional practice.</p> <p>Data are disaggregated, but not used to inform or improve instruction.</p> <p>Assessment is used and explained, but did not address the two focus students' needs; OR did not result in relevant modification; OR assessment is used and explained for only one focus student.</p>                                                                                                                                                                                                                                                                        | <p>multiple choice, short answer, essay, observations, performance assessments, student self-reflections).</p> <p>Disaggregated data were analyzed, and assessment results used to inform and improve instruction.</p> <p>As a result of assessment results, monitors teaching strategies in relation to focus students' success; modifies plans and instructional approaches accordingly.</p>                                                                                                                                                                                                                                                                                                                                                      |              |
| <b>Focus Area F</b>                                                                                                                          | <b>Criteria Not Met<br/>Ineffective, minimal,<br/>little or no evidence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Criteria Partially Met<br/>Limited, uneven<br/>evidence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Criteria Met<br/>Clear and Convincing,<br/>appropriate, consistent,<br/>effective</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Score</b> |
| <b>Standard 9</b><br>Educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions students. | <p>Responses provide:</p> <p>Reflection demonstrates a minimal or ineffective ability to reflect on the implementation and outcomes of the daily instruction in relation to the impact on the whole class and the focus students.</p> <p>Reflection of the lesson observation/video recording minimally identifies the positive impact for learning in regard to the instructional strategies used. Or reflection is absent.</p> <p>Reflection of the lesson observation/video recording minimally identifies the positive impact for learning in regard to the overall classroom environment.</p> <p>Evidence demonstrates a minimal or nonexistent reflection of all three types</p> | <p>Responses provide:</p> <p>Reflection demonstrates a limited ability to reflect on the implementation and outcomes of the daily instruction in relation to the impact on the whole class and the focus students.</p> <p>Reflection of the lesson observation/video recording is limited in identifying the positive impact for learning in regard to the instructional strategies used.</p> <p>Reflection of the lesson observation/video recording is limited in identifying the positive impact for learning in regard to the overall classroom environment.</p> <p>Evidence demonstrates a limited reflection of all three types of</p> | <p>Responses provide:</p> <p>Reflection demonstrates a consistent and thorough ability to reflect on the implementation and outcomes of the daily instruction in relation to the impact on the whole class and the focus students.</p> <p>Reflection of the lesson observation/video recording clearly and effectively identifies the positive impact for learning in regard to the instructional strategies used.</p> <p>Reflection of the lesson observation/video recording clearly and effectively identifies the positive impact for learning in regard to the overall classroom environment.</p> <p>Evidence demonstrates an effective and convincing reflection of all three types of assessments used based on the results achieved for</p> |              |

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|  | of assessments used based on the results achieved for the learning goals and objectives set for students. | assessments used based on the results achieved for the learning goals and objectives set for students. | the learning goals and objectives set for students. |  |
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#### Task #4 - Reflection and Professionalism

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| Focus Area F                                                                                                                                                                                                                                                                                                                                                                     | Criteria Not Met<br>Ineffective, minimal,<br>little or no evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Criteria Partially Met<br>Limited, uneven<br>evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Criteria Met<br>Clear and Convincing,<br>appropriate, consistent,<br>effective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Score |
| <b>Standard 9</b><br>The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation). | Responses provide:<br><br>Reflection does not identify learner objectives where students were successful and/or provides no rationale for success.<br><br>Reflection does not identify learner objectives where students were less than successful and/or provides no rationale for lack of success.<br><br>Reflection does not identify or discuss strategies to extend instruction for successful learner objectives.<br><br>Reflection does not identify or discuss strategies to improve instruction on less than successful learner objectives.<br><br>Adaptations for instructional changes | Responses provide:<br><br>Reflection identifies one learner objective where students were successful and provides rationale for success.<br><br>Reflection identifies one learner objective where students were less than successful and provides rationale for lack of success.<br><br>Reflection identifies and discusses one strategy to extend instruction for successful learner objectives.<br><br>Reflection identifies and discusses one strategy to improve instruction on less than successful learner objectives.<br><br>Limited adaptations for instructional changes | Responses provide:<br><br>Reflection identifies two learner objectives where students were successful and provides rationale for success.<br><br>Reflection identifies two learner objectives where students were less than successful and provides rationale for lack of success.<br><br>Reflection identifies and discusses two or more strategies to extend instruction for successful learner objectives.<br><br>Reflection identifies and discusses two or more strategies to improve instruction on less than successful learner objectives.<br><br>Multiple adaptations for instructional changes were provided and discussed.<br><br>Two goals for professional growth that emerged from |       |

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|                                                                                                                                                                                                      | <p>were insufficient or missing.</p> <p>No goals for professional growth were identified, OR goals did not emerge from teaching the unit.</p>                                                                                                                                                                          | <p>were identified with minimal discussion provided.</p> <p>One goal for professional growth that emerged from teaching this unit was identified.</p>                                                                                                                       | <p>teaching this unit were identified.</p>                                                                                                                                                                                                                                      |  |
| <p><b>Standard 10</b><br/>Educator fosters collegial relationships with school personnel, parents, <b>and</b> agencies in the larger community to support all students' learning and well-being.</p> | <p>Responses provide:</p> <p>Documentation provides limited or no information on communication with students, parents, community members and other professionals or omits one or more categories.</p> <p>Reflection on the impact of communications made in regard to student learning is insufficient or missing.</p> | <p>Responses provide:</p> <p>Documentation provides a general description of communication with students, parents, community members and other professionals.</p> <p>Minimal reflection on the impact of communications made in regard to student learning is provided.</p> | <p>Responses provide:</p> <p>Documentation provides a specific description of communication with students, parents, community members and other professionals.</p> <p>Insightful reflection on the impact of communications made in regard to student learning is provided.</p> |  |

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